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ABSTRACT

This handbook is designed to explain the structure and the existing regulations and procedures of the programs affiliated with the Parent Education Program at Columbia Basin College (CBC), Washington. Purpose of the program is to give parents the opportunity to increase their understanding of children. Section I addresses the importance of parent education. Section II on program organization lists goals and objectives and describes the parent education cooperative groups at CBC. The parent education team is the focus of section III. Section IV discusses the cooperative organization. The role of CBC is described, and parent participation guidelines are provided. Program procedures are summarized and pertinent forms are included. Section V contains strategies for the parent educator. These include leading a group, ice breakers, communications, group dynamics, handling conflicts, and helpful procedures. Section VI offers techniques to solve problems that might arise with the children in the classroom. Section VII provides guidelines for the children's teacher. They cover play and learning, creative activities, large muscle activities, the foundation for reading and writing, music, science, snack ideas, and field trip suggestions. Section VIII lists handout, print, and audiovisual resources available for use with the class. (YLB)

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Columbia Basin College Parent Education Program

Handbook for Instructors

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COLUMBIA BASIN COLLEGE
2600 North 20th Avenue
Pasco, WA 99301

GUIDE
FOR
PARENT INSTRUCTORS IN PARENT EDUCATION PROGRAMS

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May 1987

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Parent Educators, Barbara Debban, JoAnn Hare, Celia Jamison, Meg Molton and Linda Wintczak organized the content. Several faculty members provided materials and suggestions. The contributions of all are gratefully acknowledged.

NONDISCRIMINATORY POLICY

All schools and classes affiliated with the Parent Education Program of Columbia Basin College adhere to the following nondiscriminatory policy: They admit students of any religion, race, color, and national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students in the schools and classes. They do not discriminate on the basis of religion, race, color, or national or ethnic origin in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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INTRODUCTION

This handbook, Guide For Parent Instructors In Parent Education Programs, has been prepared to explain the structure and the existing regulations and procedures of these programs affiliated with the Parent Education Program at Columbia Basin College.

Parent Education Programs at Columbia Basin College are part of Washington State's vocational education offerings. Each Parent Education class follows a state model which must be strictly adhered to. Our Primary concern in our Parent Education offerings is the educational services which we provide to the adults enrolled in our program. It is also our responsibility to assist the staff and parents in providing an excellent preschool program for the children involved. Always remember, however, OUR PRIMARY CONCERN IS TEACHING ADULTS THROUGH THE COMMUNITY COLLEGE PROGRAMS.

Teaching a Parent Education class will offer you many complex and challenging tasks. Your class will remind you of an extended family, with the parents needing support as they gain in guidance skills and in knowledge. You will be working with the parents to help them become confident in their parenting skills and in their interactions within the group.

Parent Education is a field where there is little formal training and you will find yourself learning through self-discovery and by interacting with colleagues. Always remember this is not a solitary task. Help is always available from the Parent Education Office. Check in frequently with your comments and concerns.

I THE IMPORTANCE OF PARENT EDUCATION

THE IMPORTANCE OF PARENT EDUCATION

Parenthood is an occupation which requires education, experience, thought, energy and concern. Unlike some occupations, it is strictly full time and occupies twenty-four hours a day. In as much as parents want their children to develop into healthy mature adults, a certain knowledge of parenting skills is needed.

The purpose of the Parent Education program at the college is to give parents the opportunity to increase their understanding of children. Through observation, participation, and regular parent meetings, parents gain skills in understanding young children and meeting their needs.

Parent Education also provides the opportunities for the development of leadership skills, and the gaining of information related to family life.

ADVANTAGES FOR PARENTS INVOLVED IN THIS PROGRAM

Parents have the opportunity to:

--be directly involved with the child in his educational experience.

--belong to a group with common interests

--make new friends.

--observe characteristics of children.

--share skills such as art, music, sewing, drama etc.

--contribute to the preschool curriculum.

--acquire skills to use with children.

--learn leadership skills

--discuss what children see and learn with people qualified to interpret that behavior.

--have an instructor and teacher available to help with family related concerns.

II PROGRAM DESCRIPTION

GOALS AND OBJECTIVES FOR COMMUNITY COLLEGE PARENT COOPERATIVE PROGRAMS

(established by the State Board for Community College Education

Parent Education Programs in Washington State follow guidelines issued by the State Board for Community Colleges. It will help you to better understand the program if you read the goals and objectives from these guidelines.

GOALS: The goal of Washington Community College Parent Cooperative Preschool Education Programs is to improve the parenting skills for parents of preschool children.

OBJECTIVES:

a. To develop realistic age-level expectations from knowledge learned in Parent Education classes.

b. To clarify child-rearing values and attitudes and to explore methods of child guidance.

c. To learn about the physical needs of family members: nutrition, safety, first aid, childhood illness, exercise and stress management.

d. To experience and understand the role of parent involvement in maintaining quality learning environments for children.

e. To develop skills and practice in teaching young children in the following areas: art, science, concept development, language, music, motor skills and cooperative play.

f. To share support, consultation and resource information concerning childbearing and family life.

g. To learn about contemporary family concerns such as child abuse, divorce, sexual assault, illness and death and family resource management.

h. To develop skills in group organization and leadership.

i. To develop and/or increase confidence in managing the demanding role of parents in a changing society.

j. To strengthen family communication and relationships

METHODS OF INSTRUCTION AND COURSE STANDARDS

As in other vocational courses, Parent Education in cooperative preschools is based upon application of theoretical knowledge in a laboratory setting. Parent Education material is presented in seminars as well as in the laboratory preschool setting by college instructors.

THE PARENT EDUCATION CO-OPS AT CBC

Parent-Infant Co-op: Parents and babies 0 - 12 months attend class together once a week. Parents of infants have an opportunity to share techniques and problems with other parents, discuss common concerns about feeding, discipline, toilet training, management of time and child development with the instructors.

Parent - Walkabout Co-op: The Parent Walkabout Cooperative Program serves parents with children aged 12 months to 2 years.

Parents and children attend class once a week. Time is available in the class for an education session with the Parent Educator, and for interacting with your child in the preschool classroom where age appropriate activities are offered by the children's teacher.

The fully participating parent, either the father or the mother, is required to attend the once a week session with his/her child and also to attend an evening parent meeting once per month.

If the non-participating parent wishes to participate in the course, he/she may do so attending the evening parent meetings or by participating by building equipment or other materials needed by the group.

Parent - Toddler Co-op: Parents with children between ages 24 months and 3 years are eligible for the Parent Toddler Cooperative Program.

Parents and children attend class once a week. Time is available in the class for an education session with the Parent Educator, and for interacting with your child in the children's classroom where age appropriate activities are offered by the children's teacher.

The fully participating parent, either the father or the mother, is required to attend the once a week session with his/her child and also to attend an evening parent meeting once per month.

If the non-participating parent wishes to participate in the course, he/she may do so attending the evening parent meetings or by participating by building equipment or other materials needed by the group.

Parent - Preschool Co-op: Parents and children attend school together one day a week and the children attend an additional one or two days. A quality preschool program is offered to the children, with the parents in the classroom acting as assistant teachers.

Through observation, participation and discussion, parents have an opportunity to better understand their own child and his/her individual needs. The opportunity to observe their child interacting with his peers and then discussing those observations is one of the strengths of the program. Opportunity for discussion time with the group Parent Educator is made available on a weekly basis.

The fully participating parent must assist in the classroom one morning per week and attend an evening parent meeting once per month. Parent cooperative preschools serve children 3 to 6.

III THE PARENT EDUCATION INSTRUCTIONAL TEAM

THE PARENT EDUCATION TEAM

Each group has two CBC instructors, one the children's teacher and the other the Parent Educator Instructor. In Infant, Walkabout and Toddler groups, the roles are interchangeable. The instructors work cooperatively in an effort to assure each child and parent a happy and productive learning experience. Each has an area of special competence and special responsibility, but these areas often merge. All Parent Education Staff are responsible to the Parent Education Program Co-ordinator.

All Parent Education instructors are directly responsible to the Columbia Basin College Parent Education Coordinator. The Parent Education Coordinator is directly responsible to the Director of Extended Programs, Richland Center. Any concerns relative to the operation of any parent group should be referred first to the Parent Education Instructor, and if the questions are unable to be resolved may then be referred to the Parent Education Coordinator.

QUALIFICATIONS FOR INSTRUCTORS IN THE PARENT EDUCATION PROGRAM

1. College degree in an area which relates to child and adult behavior. Appropriate areas could include Home Economics, Child Development, Sociology, Psychology, Social Work and Education.

2. Ability to relate to adults and to function effectively in the following activities:

   a. Conduct classes and meetings which help participating adults to improve their parenting skills

   b. Help individual parents to explore personal and family problems and seek solutions, utilizing community resources when appropriate.

   c. Assist parents to develop and maintain high quality preschool programs for their children. Such assistance may involve seeking appropriate space for such preschools, hiring qualified teachers, utilizing the skills of participating adults and facilitating the smooth functioning of parent groups.

3. Knowledge of the needs and capabilities of children, particularly preschool children, the ability to work with them individually and in groups, and enjoyment of their company.

4. Skill in working as a team to develop high quality programs and to meet the individual needs of participating adults and children.

5. Willingness to accept some responsibility for maintaining and enhancing the total program by sharing ideas with other staff members, remaining alert to community needs, continuing efforts toward professional improvement, and interpreting the program to the public.

6. Eligibility for vocational certification in accordance with the Washington Administration Code.

PARENT INFANT/TODDLER/WALKABOUT INSTRUCTOR

The instructors of the Infant, Walkabout, and Toddler classes may interchange their instructor responsibilities. Both should be considered to be an educator, advisor and resource person for the parents. During each class one acts as a Parent Educator while the other acts as the children's Teacher. The responsibilities of the Parent Educator are to plan and present a topic for parent discussion groups. The responsibilities of the children's Teacher include setting up a classroom environment that encourages children's social, intellectual, and emotional growth, and planning children's activities to provide the parents with examples of appropriate children's experiences.

As a team, both are responsible for preparing the evening Parent Education meetings and completing the college paperwork necessary for the smooth functioning of the group. Instructors should remember to maintain a professional role avoiding personal judgements and offer an objective, constructive perspective to each student.

Columbia Basin College
PARENT EDUCATOR EVALUATION

Instructor_____
Group_____

In columns on right: Check "This Instructor" column according to your opinion of the instructor noted above. A - always, O - often, S - sometimes SE - seldom, N - never	This Instructor: A	O	S	SE	N
Friendly and open					
Adapts discussion topics and methods to the needs of the group.					
Has clear audible speech.					
Helps parents use other resources such as each other, other staff or community resources.					
Accepts and supports individual differences and values.					
Is enthusiastic about her/his role as a parent educator.					
General appearance and conduct are appropriate.					
Gives clear explanations; does not ramble.					
Is effective in leading discussions.					
Provides information and examples to stimulate and extend interest.					
Provides a positive role model with children.					
Is concerned with individual needs of parents.					
Is an objective resource in group business.					
Is enthusiastic and open to gaining new skills and knowledge as Parent Education instructor.					
Works cooperatively with the children's teacher.					

COLUMBIA BASIN COLLEGE
Parent Education Program

Instructor Self-Evaluation

Here are the Catagories I would like for you to consider and comment on when evaluating yourself.

1. JOB KNOWLEDGE
   Consider extent to which you understand and use the knowledge, materials, resources and methods essential in your job.

2. COOPERATION
   Consider your attitude toward your work, your students, other staff members and Columbia Basin College. Also consider willingness to work with and for others.

3. QUALITY OF WORK
   Consider your accuracy, thoroughness, your caring to do the job well.

4. QUANTITY OF WORK
   Consider amount of work and time given to your job.

5. DEPENDABILITY
   Consider completion on time and the amount of push to get the job done. Also consider meetings and other responsibilities.

6. JUDGEMENT
   Consider wisdom of decisions.

7. JOB PLANNING
   Consider organization and efficiency.

THESE ARE MY GOALS FOR THE COMING MONTHS AND HOW I PLAN TO IMPLEMENT THEM:

1)

2)

3)

THE PARENT EDUCATOR 3-5 CO-OPS

The Parent Educator is employed by Columbia Basin College on a quarterly contract. He/She is the college representative at the cooperative. He/She is employed for 22 contact hours per quarter. These hours include a minimum of one hour spent visiting the preschool co-op labratory session each week. Days and times should be varied to meet the work schedules of all the parents. Guidelines for this laboratory session are outlined in the Parent Education Handbook.

He/She has a responsibility to the parents and the teacher to:

--provide assistance to the teacher in planning and implementing the educational program for the children.

--offer parents guidance in functioning as assistant teachers at school.

--offer parents guidance in interpreting behavior, growth and development of their children.

--offer guidance to the officers of the group.

--help the group evaluate their program.

In addition the Parent Educator is responsible for three evening meetings per quarter, each lasting approximately 2-1/2 hours. He/She plans the curriculum, contacts guest speakers, notifies parents, etc., for this meeting. Specific guidelines are included in the Instructor Handbook.

Once a month the Parent Educator is required to attend a staff meeting on the Richland CBC campus. The Parent Educator is responsible for all paper work required by the program, including enrollment procedures, quarterly reports, inventory, end of year report, etc. Guidelines are also outlined for these procedures in the Instructor Handbook.

The Parent Educator is directly responsible to the Coordinator of the Early Childhood Education Program, and should discuss with the coordinator any decisions made by the cooperatives that differ from published guidelines.

SUGGESTIONS FOR PARENT EDUCATOR PARTICIPATION
IN THE CHILDREN'S CLASSROOM

1. Develop a warm, friendly relationship with the Preschool Teacher and parent.

2. Explain your role as a resource person and observer.

3. Present yourself as a resource person rather than an expert. Clarify your opinion or refer to your sources. "Child development experts say "....."."

4. Do not usurp the Teacher's position in the classroom. Be supportive rather than competitive or directive.

5. Develop a team relationship with the Teacher. You will want to share impressions of the children to enrich parents' understanding and facilitate guidance in the classroom.

6. Involve the Teacher in the observation process. When possible involve parent/students in recording, interacting and watching behavior.

7. Get to know the parents and the children. Be aware of their interests and needs.

8. Assist parents with housekeeping chores and activities when a model is needed. Do not usurp their role.

9. Reinforce participating parents with comments about their participation and/or their children but do not keep them from their assignments. Such distraction can be frustrating to them and to the class and can hinder the flow of activities.

THE CHILDREN'S TEACHER

JOB DESCRIPTION

The preschool teacher is employed jointly by the Parent Cooperative Preschool and Columbia Basin College. Her salary is paid by CBC, and the Preschool Treasury. Her role is a dual one of working closely with both parents and children. It is the Preschool Teacher's responsibility to provide the kind of environment and experience which will enable young children to grow socially as they learn to live and play with others, emotionally as they begin to depend on themselves, and intellectually as they explore the environment. She/he does not function in the traditional "teacher" role in the formal classroom. Rather, she/he is a "head teacher" who establishes an environment suitable for preschool children, arranging equipment and providing materials to interest and challenge them. She/He assigns the adult staff to supervise the various play areas. She/He establishes the kind of flexible scheduling which permits adults to work with small groups of children. She/He plans for the kinds of experiences, both in school and on simple excursions, that will increase the child's awareness of his world.

It is important that group members feel free to make suggestions to the Preschool Teacher about changes in the program; however, the group must realize that educational programs are designed as a whole and not in bits and pieces. Both parents and teachers should remember.

1. A program cannot be individually designed to please every member.

2. A Preschool Teacher should be free to teach in a manner most comfortable to her/him.

THE TEACHER

--plans curriculum and establishes an environment suitable for young children.

--is responsible for arranging equipment and providing materials to interest and challenge children.

--plans for kinds of first-hand experiences, both at school and on excursions, that will increase children's learning about their world.

--makes suggestions that will help the parents learn to work better with children.

--acts as a model or example for parents.

--is responsible for assigning parents to supervise learning areas.

--attends monthly parent meetings and communications curriculum and goals to the group.

--consults with the Parent Education Instructor as to the needs of the group.

--attends monthly staff meetings.

--works closely with Parent Education Instructor regarding educational programs.

--attends workshops and classes relating to child development and parent education and shares this information with the group.

COLUMBIA BASIN COLLEGE
Parent Education

Teacher Evaluation

DIRECTIONS: Please rate the children's teacher on the following items. Circle the number that reflects your perception of the teacher's performance. An EXCEEDS EXPECTATION or NEEDS IMPROVEMENT rating should be accompanied by a comment.

Rating: 1. Needs Improvement 2. Satisfactory 3. Exceeds Expectation

CURRICULUM/LAB	COMMENTS	RATING
1. Curriculum areas set up when children arrive.		1 2 3
2. Preschool environment arranged to enhance curriculum.		1 2 3
3. Provides a variety of experiences for children.		1 2 3
TEACHER/PARENT		**RATING**
4. Teacher is accessible to parent		1 2 3
5. Gives adequate direction for adults when they assist in the classroom.		1 2 3
6. Teacher is willing to help parents plan their activities.		1 2 3
7. Teacher is willing to develop ideas of parents.		1 2 3
TEACHER/CHILD		**RATING**
8. Provides adequate and equitable guidance and discipline.		1 2 3
9. Is able to verbally and physically interact with the children.		1

TEACHER/CHILD	COMMENTS	RATING
10. Has good control over group situations.		1 2 3
11. Is willing to develop ideas of the children.		1 2 3
12. Accepts each child as an individual.		1 2 3

TEACHER/BACKGROUND & PERFORMANCE		RATING
13. Participation at Parent Meetings. Is accepting of various ideas and values.		1 2 3
14. Attitude is positive and energetic.		1 2 3
15. Attends workshops, etc. to further education.		1 2 3

THE PARENT COOPERATIVE AND COLUMBIA BASIN COLLEGE

It is frequently asked what the college does for the coops. Because the basic philosophy of CBC is one of involvement and participation in decision-making and program implementation it is not always easy to see what the college's role is with respect to Parent-Cooperatives. The course is one of the vocational education offerings at Columbia Basin College.

The Preschool laboratory is vital to the program's intent and philosophy. As in any laboratory the parents have an opportunity to gather data through observation and experimentation. Parents observe their own and other children in a controlled environment; observe the teacher, instructor and other parents' responses to a variety of situations; test alternative methods of interaction and guiding children; share opinions and observations; and experience a model children's learning environment. The program for the children emphasizes individual exploration, independence, cooperation, and physical, social and cognitive development. The content and theory of the course is tested in the laboratory preschool and at home.

The coop experience also provides opportunities in managing a preschool. Parents have an opportunity to obtain training and experience in group leadership, financial management and recordkeeping, communications, data-gathering, legal aspects of non-profit groups, and group problem-solving and decision-making. The instructor serves as facilitator, information provider, and technical advisor on group operations and processes.

The major role of college personnel is one of leadership with parent cooperative groups. Rather than of an authoritarian relationship of hierarchical authority, responsibility and authority are shared. It is that which is most difficult to explain to outsiders who view learning as only possible in a lecture hall where the instructor is expert and decision-maker regarding course content and format. Parents are the experts on their children and as an adult learner, can take responsibility for attaining parenting skills.

COLLEGE INVOLVEMENT: SPECIFICS

What are the concrete activities of the leadership roles assumed by the college? The components as they relate to program goals will be separated. These activities may not occur every year or in every class because an attempt is made to adapt to the particular needs and priorities of the individuals and groups.

I. Provide the opportunity for self-education and training related to the occupation of parenthood.

a. Present information related to the parenting role through parent meetings, periodic area-wide seminars and workshops on timely topics, hand-outs to individuals and groups, books, bulletin board announcements, individual consultations, and discussion groups. Parent Educators are assigned 22-33 hours per quarter to each group/class and paid by the college. An administrator and secretary devote 60% of their time to the program. Instructional materials, audio-visual equipment and secretarial support are available.

Through the parent educators,

b. Advise children's teachers on early childhood curriculum, classroom management, child guidance and parent involvement. Provide in service education for children's teachers in their role as laboratory teachers.

c. Maintain a professional staff with individual areas of expertise. Provide in service education for instructors to remain current in the fields of child development, early childhood education, communications family issues, nutrition, first aid and health, and consumer-education.

d. Create a setting which contributes to the development of self-confidence. Promote autonomy in group and individual decision-making by encouraging program evaluation, questioning, and development of respect for differences in values and methods. Methods used are discussions, information sharing, observation, demonstration of techniques and open communication.

e. Maintain listing of community resources and make referrals when needed.

II. Encourage development of leadership skills, organization abilities and involvement in education and community issues affecting children and families.

College Involvement:

a. Provide program continuity and philosophical foundation through provision of leadership, maintenance of files, and liaison among groups.

b. Assist with recruitment by referring phone calls to groups; telephone yellow pages listing; quarterly college schedules mailed to homes; acceptance of referrals from caseworkers, counselors, pediatricians and attorneys; distribution of lists of groups; and program brochures.

c. Set and maintain standards for the children's program, parent participation and the preschool as laboratory consistent with current theory, research and practice in early childhood education.

d. Publicize the program to the community, governmental agencies, those who rent facilities to groups, professionals working with families and the media.

e. Instructors serve as advisors to executive boards of cooperatives pointing out alternative solutions, promoting participatory decision making and providing information.

f. Sponsor a representative Advisory Committee and provide secretarial service, dissemination of information, instructor-consultant, and facilities to the council.

g. Provide lending bank of equipment for preschool labs and assume coordination costs.

IV CO-OP ORGANIZATION

PARENT PARTICIPATION GUIDELINES

It is your responsibility, as part of the Parent Education team to make sure that parent participation guidelines are adhered to. Failure to comply with the guidelines places the integrity of the college program in jeopardy. Conflicts most often arise from the attendance of Evening Parent Education meetings. Your task as an instructor is to make these meetings such a vital part of the program that the parents will see value in attending. Alternatives for evening meetings, such as daytime meetings with sitters should be explored and adjustments made according to the needs of the groups. If an individual parent is unable to attend, a make-up assignment could be determined by the Parent Education Team.

PARTICIPATION GUIDELINES

The College requires the parents to enroll in the Columbia Basin College course entitled, **"Parent Education Cooperative"** and meet course requirements.

The Co-operative Group requires the parent to:

--attend monthly parent meetings/workshops.

--participate in the children's classroom, preparing activities for children in advance where required.

--pay tuition and other fees.

--complete emergency information and enrollment forms.

--attend orientation upon enrolling.

--fulfill specific obligations such as:
serving as an officer or committee member.
participating in work-parties.
providing snacks as required.

ALTERNATE PARTICIPATION GUIDELINES

If, it has been established that the participating parent cannot attend preschool on a regular basis, alternate parent participation may be established with the permission of the Program Coordinator. Such alternate assignments might include curriculum material preparation, bookkeeping for the co-op, or other such tasks as could heavily involve a parent outside the classroom setting.

Parental Participation has possible alternatives if attendance at the evening parent meeting is impossible because of work schedule. He/She may participate by building playground equipment or by helping with curriculum materials for the children, etc. However such alternate methods must again be approved by the Program Coordinator.

Maternity Leave

The mother participates regularly in the program up until the time that her doctor indicates that she should no longer work in the classroom setting. During the period until she receives permission to return, she works with the teacher on assignments such as constructing supplemental materials for the preschool or by performing other preschool tasks which can be done at home. Maternity Leave usually lasts six weeks.

Working Parent

Some 3-5 co-operative groups accept a percentage of parents who can never work in the preschool laboratory setting owing to work conflicts. Alternate participation may be approved by the Parent Educator and Program Coordinator.

PROPOSED GUIDELINES FOR WORKING PARENTS IN PRESCHOOL COOPS

* A Working Parent desiring membership in a preschool coop shall

1. Have an in-person interview with the Parent Educator and Teacher,
   the purpose being explanation of the following requirements and answering questions about how the Parent Education co-ops function.

2. Complete paperwork and regular requirements for membership in coop, including payment of fees, obtaining a Tine Test, filling out registration forms, etc.

3. Attend all monthly evening parent meetings, unless excused by the Parent Educator.

4. Be responsible for getting tuition payments to the Treasurer on time.

5. Advise the teacher of name(s) and phone number(s) of babysitter and person(s) responsible for bringing and picking up child. Shall make certain that these people understand preschool hours of attendance and arrival/departure times. The teacher must be advised if persons other than the regular caretaker will be picking up the child.

6. Advise the teacher if child will not be in school due to illness of other reasons.

7. Choose with teacher, one day each week that will be regular Sharing Day.

* In lieu of weekly attendance:

8. Accept one at-home preschool job. (Examples of this would be Secretary, (minutes and thank you notes); typing handouts for teacher or Parent Educator; furnishing play-dough at the beginning of the month, etc.)

9. Attend class once per quarter on a regular (not a party or field trip) preschool day, with child.

10. Arrange, with teacher to furnish snack and to furnish an art project once each rotation or at least once per quarter.

* The purpose of the above requirements would be to satisfy the Parent Education part of involvement in the co-op. Failure to carry out these requirements shall result in child being dismissed from the program.

* Parent Educator: Initially, will take a poll of other co-op members explaining working parent's role in the group. Shall contact working parent to make certain he/she is aware of evening meeting dates. Shall try to coordinate preschool visit with day working parent in attendance.

* Teacher: Shall contact working parent by phone or handout on a regular basis to keep her/him informed of child's progress and happenings at preschool.

* Describe, in writing, what projects will be done in lieu of weekly attendance.

Co-op Organization: Officers

As a parent educator, you will need to hold election, or solicit volunteers for the following officers for each group. Usually officers serve one year - Sept. - June.

The Chairperson:

--Presides over all business meetings of the group

--Is the group's representative on the Parent Education Advisory Board.

--Acts as a liaison between the instructors and the group

--May be called on to handle conflict resolution situations.

The Secretary:

--Maintains a record of minutes at all business meetings.

--Handles correspondence for the preschool.

The Treasurer:

--Collects all tuition and registration fees.

--Submits a monthly treasurer's statement to the Parent Education office by the 15th of the month.

--Maintains a petty cash supply for the teacher.

--Pays all co-op bills.

--Maintains records of all transactions involving finances.

--Submits books for audit when required.

--Attends the Fall Treasurer's Workshop.

The Parent Liaison:

--Greets a prospective new member of the group when she comes to observe the program.

--Provides an orientation experience for the new member.

--Makes contact after the new member has enrolled to make sure there are no questions, difficulties, etc.

REGISTRATION:

Step 1. Fall quarter registration is completed by filling out a 4-part card for each adult student enrolling in the program, prior to the first day of the quarter. Any late student who enters the program must also complete a 4-part card. A copy of the current class roster indicating which students will be continuing must be submitted along with the 4-part cards for any new adult students for winter and spring quarters.

Step 2. Once the 4-part cards are completed, they then must be logged in the colored notebooks in the coordinators office.

Step 3. The 4-part cards are then forwarded to the Registrar. We find that occasionally 4-part cards are lost. Accurate and consistent documentation of those 4-part cards in your colored notebook prior to submitting them allows the office to document student enrollment. Parent co-ops are open entry programs which means new parents can be continually enrolled through the course of the school year. Always keep enrollment lists current.

Step 4. You will receive a class roster early in the school year which must be compared with your colored notebook to be sure that enrolled parents are included in that roster.

PLEASE REMEMBER:
As registration is open throughout the year it is vitally important to get 4-part cards for new students to our office as soon as possible. Our F.T.E.* count keeps us going as a viable college program. If every group neglects to forward one or two registrations to us, the drop in F.T.E. generation is significant.

* Full Time Enrollment

COLUMBIA BASIN COLLEGE
PARENT EDUCATION PROGRAM

Dear

I am pleased to offer a Fall placement for your child in the _____ program. To confirm this, please send a registration fee of $_____ (which will cover one adult and one child for insurance purposes). Checks should be made out to _____ and sent to _____

School starts the week of September , but before that date you will be asked to attend the September orientation meeting for your group _____.

I know you will enjoy your time in our parent - cooperative program.

Sincerely,

Parent Educator
Columbia Basin College

SCHOOL:_____ COLUMBIA BASIN COLLEGE SECTION:_____

PARENT EDUCATION PROGRAM Days:_____

School Year:_____

Date	Topic	Guest Speaker/Other	Phone	Thank you note by:	Other
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					

PROGRAM NOTEBOOK

The purpose of this notebook is to document the activities of the parent group in case of a program audit. To facilitate continuity in the event of staff change over and to prevent unnecessary program repetition, the Parent Education instructor is responsible for maintaining the following sections in this notebook.

PARENT EDUCATOR: A report form documenting the dates and topics of all parent meetings including, audio visuals, materials used, names of presenters, etc.

COMMUNICATIONS: A copy of all letters, notes, newsletters, etc., distributed to co-op parents each quarter.

MONTHLY TREASURES'S REPORT: Original filed each month by the office secretary

BY-LAWS: A copy of current by-laws.

ATTENDANCE: A copy of quarterly attendance roster.

OTHER: Any other materials necessary for future reference; e.g., list of field trips, money making projects, workshops, extra parent projects.

SUMMARY: At the end of each quarter the Parent Education instructor is responsible for being certain all of the above are completed as part of check-out procedures.

FACILITIES AGREEMENT:

Each facility housing Parent Education programs must have a Facilities Agreement signed jointly by the community college, the parent group and the representative of the facility. Those agreements are prepared in the Parent Education office and forwarded by that office for appropriate signatures. The Parent Education instructor's responsibility is to know that agreement well and be certain that parents in the co-op are abiding by all of it's guidelines.

EQUIPMENT INVENTORY:

All supplies and equipment within the parent cooperative setting are owned by the state and must be inventoried yearly. All equipment, supplies and materials owned by the co-op as well as monies in the bank accounts are state funds and should a co-op cease to exist for any reason, all assets, both monetary and material, revert back to the community college.

BOOKKEEPING AND BUDGETING:

The Parent Education instructor is responsible for working closely with the Treasurer of the parent co-op to be certain that she/he is following the treasurer's handbook guidelines: paying all bills in a prompt manner as approved by the parent group and being certain that her/his books balance monthly, and that all tuition is collected.

Two signatures should be required on each check, preferably the Treasurer and Chairperson of the co-op, and all expenditures must be approved by the parent group. Watch the books carefully for honest mistakes as well as any dishonest practices.

PURCHASING SUPPLIES AND EQUIPMENT FROM THE CO-OP GROUP BANK ACCOUNT:

All purchases of instructional supplies and equipment must be made through the community college. Once the Parent Education instructor has been directed by the parent group to purchase supplies and equipment, she must determine whether or not money is available in the bank account to cover such purchases and then place the order with the coordinator. The college will then process said order, have the equipment or supplies delivered to the co-op and bill the group for the total cost including freight and tax. Purchases of the smaller items (amounting to less than $25.00) such as materials needed for art activities and snack supplies of course may all be made directly with the approval of the parent group.

IU20 CENTRAL CO-OP ACCOUNT:

Consumable art and kitchen paper supplies should be requested through the Parent Education Office.
A sample requisition form is enclosed. Please allow two or three days for completion of the order.

Large purchases from the IU20 Central Account are made upon the decision of the Facilities Advisory Committee following requests of the Parent Education Instructor from each group.

SUPPLY REQUISITION

QUANTITY		QUANTITY	
_____	Elmers School Glue (1 gallon)	_____	Newsprint (18" x 24" 500 sheets)
_____	Rubber Cement (small jar)	_____	Manilla Drawing Paper (9" x 12" 500 sheets)
_____	Masking Tape	_____	Fingerpaint Paper (16" x 22" 100 sheets)
_____	Scotch Tape	_____	Art Tissue Paper 20" x 30" 1 ea/20 colors
_____	Ditto Masters		
_____	File Folders	_____	POWDERED TEMPERA
			red_____ black_____
_____	Thumbtacks		blue_____ white_____
			yellow_____ orange_____
_____	Staples (box)		brown_____ green_____
			violet_____ magenta_____
_____	Rubberbands (assorted sizes		Turquoise_____
_____	Pencils	_____	CONSTRUCTION PAPER
			(12" x 18" 50 sheets)
	Crayola Crayons		black_____ orange_____
_____	standard 8 colors/box_____		blue_____ dark blue _____
_____	large 8 colors/box		brown_____ sky blue_____
			lilac_____ green_____
_____	Crayola Markers set of 8		pink_____ light brown___
			red _____ white_____
_____	Chalk (white)		violet____ yellow_____
			assorted _____
_____	Pipe Stems (100 assorted colors)		
	Glitter (small jar)		Kitchen Supplies
_____	red_____ multi color_____	_____	cups
_____	green_____ blue _____	_____	napkins
_____	gold _____ silver_____	_____	6" plates
		_____	9" plates
_____	Scissors (teacher's)	_____	forks
		_____	knives
_____	Scissors (child's)	_____	spoons
	left_____ right_____		
			OTHER ITEMS NEEDED BUT
_____	Paint Brushes (3/4", long handle		NOT LISTED
			_____
			_____
			_____

_____ _____

Group Teacher date

FORM FOR JUSTIFICATION OF STUDENT INVOLVEMENT IN PARENT COOPERATIVES
(to be used when alternate participation guidelines are being used for a student)

Group _____ Instructor _____ Month _____

Involvement	Names of students and hours of Involvement																			
Parent Meetings																				
Parent Orientations																				
Workshops																				
Board & Coop meetings with instructor																				
Parent-Child orientation																				
Participation in classroom laboratory																				
Extra Field Trips																				
Arranging Field Trips																				
Cooperative group Business																				
Committee responsibilities																				
Locating Lab facilities																				
Parent Co-op board meetings w/o instructor																				
Observing other labs																				
Construction and repair of equipment and instructional materials																				
Recruitment and orientation of new members																				
Cleaning and maintenance of lab																				
Transportation of young children																				
Caring for child of student while parent is at lab																				
Unpacking and initial lab set up																				
Inventory packing and storing equipment																				
Ways and means project to support lab																				
Communication and Publicity																				
Ordering and purchasing supplies																				

POLICIES & PROCEDURES FOR CO-OPERATIVE TREASURIES

FEE VERIFICATION:

The college pays for costs of parent education, including such items as salary and benefits for the parents' instructor, library books and audio-visual aids, class handouts and registration and enrollment costs. In return for these educational services, the student is assessed tuition and operating fees equivalent to those standard tuition and operating fees are set up by the state legislature.
Cooperative preschool fees are set by the college to cover all costs of operating the cooperative. Records of income and expenditures must be maintained by each cooperative.

ESTABLISHING & COLLECTING THE PRESCHOOL CO-OPERATIVE FEE:

For purposes of establishing and collecting the preschool cooperative fee, the following policies and/or procedures are to be followed by the parent cooperative.

1. Prior to the beginning of each college year or quarter if there is to be a change, the college will advise the cooperative of the lab fee to be charged its members for the period covered by the respective Parent Education class section(s).

2. The cooperative fee is established to cover the costs of operating the cooperative preschool. Real costs only are to be used in determining such costs, that is costs which represent goods or services provided to the cooperative for which payment is made to the provider. Cooperative members may be paid for services provided to the preschool cooperative. Such services are part of the real costs in operating the cooperative.

3. Monies received or raised from outside sources to cover cooperative operative costs may be considered as a fee payment for it's members and used in determining the fee due to the college.

MONTHLY FINANCIAL STATEMENT

The monthly financial form is required to be submitted to the coordinator by the 15th of each month, accompanied by a check representing 80% of the total income received by the group, made out to CBC. This money will enter an "in and out" coop account, and be used to pay classroom teachers, rent and utilities, insurance, supplies and equipment for each group. The remaining 20% of income should remain in the groups own bank account to be used for incidental expenses, e.g. holiday stickers, special art supplies, etc.

RECEIPTS FOR MONEY SPENT

Receipts must be obtained for any money disbursed to other members or for payment of bills.

TREASURER'S RESPONSIBILITIES

Establish and manage the Bank Account.

It is the responsibility of each parent cooperative to open or maintain a bank account for the group. Free bank accounts are sometimes available to cooperatives. Bank managers may need to be contacted directly to obtain free accounts.

Bank signatures cards are required when opening an account. The signature cards will ask for the names and signatures of two or more of your officers. These cards must be updated each year as the officers in the group change, before school is out for the summer. For time convenience in getting checks signed, it is suggested that at least 3 officers' names be on the signature cards. Each check needs 2 signatures for the groups' protection and acts as a double audit. Blank checks should not be signed ahead of time even though it may be more convenient. This procedure of signing checks will protect both the treasurer and the cooperative.

Bank records should be kept up-to-date. A deposit is to be recorded in the checkbook at the time it is made. All checks deposited must be endorsed "for deposit only" before the bank will accept them. All checks should be recorded at the time they are written. The bank will send a monthly statement. It is the Treasurer's responsibility to be certain that the bank's balance agrees with your check book and the monthly report balance. If the balances do not agree, then you the treasurer find the mistake and correct it immediately.

Keep a complete Set of Financial Records.

The Treasurer must keep a complete and accurate set of financial records. Four books are recommended for keeping finances in order and for making a double record-keeping system. These books are:

a. Checkbook.
b. Check and deposit register. A check and deposit register is necessary to maintain an accounting system of money spent and received.
c. Receipt book. A receipt book is necessary to give receipts for funds received. It can be purchased at a dime store.

Check and Deposit register: A check and deposit register is needed in addition to a checkbook. The register enables a more detailed and accurate accounting of how the cooperative money was spent and also acts as a double check on the checkbook to reduce mistakes. It makes no difference which one you use so long as it is easy for you to use, achieves the purpose and can be understood.

Fee book. The fee book is necessary to record monthly tuition payments. The book should be set up by months and should have a column for checking if a receipt was written.

Other information that should be included in your register should be:

a. Payment To Central Account

b. Payment For Miscellaneous Expenses i.e. snack, housekeeping, special art projects, field trips, etc.

c. Petty Cash Account

d. A record of the date of each check, the payee, what it was written for, the number of the check, and the amount. The balance in the register should agree with the balance in the checkbook.

It is suggested that the names of people who have not paid their tuition on time be placed at the bottom of the page where the tuition is recorded. This will make it easier to find the names when they do pay.

Collect Fees and Tuition:

The Treasurer is to collect all fees and tuition and to report to the Parent Educator those individuals who are in arrears. It is the Parent Educator's responsibility to determine a policy or procedure to deal with members who are in arrears. The Treasurer or designated person is responsible for carrying out the decision. Many times a reminder may be all that is necessary. The Treasurer determines when tuition payments are due. Most Treasurers find that the monthly meeting or an envelope posted on the class bulletin board is a good time to collect tuition from the members. Tuition should be due at the beginning of the month rather than the end. Tuition for the month of May should be paid before that time to prevent collection problems at the end of the year and to guarantee salary payment to the teacher. It makes no difference how the tuition is collected in advance, but it should be done the same way for all members to simplify record keeping.

A receipt should be make in duplicate when tuition and fees are collected. One copy of the receipt should be kept for the Treasurer's records and the other one given to the member.

Pay All Bills:

All expenditures over $25.00 should be approved in advance by the Officers. This will help eliminate the unnecessary spending to large amounts of money by members and will allow for orderly planning of cooperative needs and expenditures. All checks should be co-signed by the Treasurer and another officer.

COLUMBIA BASIN COLLEGE
PARENT EDUCATION DEPARTMENT

Monthly Co-operative Group Treasurer's Report

Group_____Month_____Date_____
due by the 15th

Students Currently Enrolled_____

INCOME STATEMENT

Current Balance from last month's report _____

TUITION COLLECTED

A. _____students @_____
_____scholarship students @_____
_____siblings @_____
_____other @_____ Subtotal_____

B. PAST DUE COLLECTED:

_____students @_____
_____scholarship students @_____
_____siblings @_____
_____other @_____ Subtotal_____

C. REGISTRATION FEES:
_____students @ $12.50
_____siblings @ $ 6.25 Subtotal_____

D. MISCELLANEOUS INCOME: Please give details.

_____ Subtotal_____

TOTAL MONTHLY INCOME A + B + C + D _____

80% of total income to be paid to college co-operative account _____

20% of total income to be retained in co-op bank account _____

Teacher's Petty Cash Supply

Petty cash account of $25.00

Beginning balance $_____

Itemize Receipts

Date	For	Amount

Ending Balance $_____

Amount to be paid to Petty cash balance to equal $25.00 $_____

COLUMBIA BASIN COLLEGE

PARENT EDUCATION DEPARTMENT/COOPERATIVE MEMBER SCHOLARSHIP AGREEMENT

THE COLUMBIA BASIN COLLEGE, PARENT EDUCATION DEPARTMENT'S SCHOLARSHIP FUND will pay $_____each month/quarter as payment towards tuition for

_____and_____agrees to
(member's name) (member's name)

pay $_____ as the remaining amount each (month/quarter)

as a participating member of the _____
(cooperative group's name)

The _____ group will pay 80% of students payment to Central Co-op fund and will record scholarship on their monthly treasurer's report.

_____ _____
(Member's Signature) (Parent Education Department)

_____
(Parent Educator's Signature)

_____
(Date)

FIELD TRIP GUIDELINES

Below are guidelines to keep in mind when planning field trips for young children:

1. Consider the suitability of the trip to the children's age - not to the interest level of the parents.

2. The specifics of each trip -- such as location, special rules -- should be approved by the teacher and/or a responsible adult.

3. We suggest that a field trip chairman be appointed, so she is able to look over possibilities during the school year.

4. The teacher should be left free to circulate among all the children, giving individual attention when necessary.

The insurance carried by the Columbia Basin College Parent Education Programs requires strict adherence to the following guidelines for field trips.

1. Drivers must have a valid drivers license and carry liability insurance on any vehicle used for transporting children on the field trip.

2. Drivers must not be using any medication that could affect their driving capabilities or be under the influence of drugs or alcohol.

3. Each child must have his own seating place in the car, with one adult (not including the driver, who is responsible only for driving) in each seating section.

4. Washington State seatbelt and car seat laws must be adhered to.

5. The teacher must notify the Parent Education Office in advance of each field trip.

6. Parents should be notified in advance of trips.

7. Written permission should be received from each parent prior to any field trips. This might be one form which covers the entire year, or individual notices for each trip.

To deviate from these guidelines may mean that the insurance could be void in case of an accident.

ACCIDENT PROCEDURE

In case of serious injury, the teacher will call an ambulance and will accompany the child or the parent and child to the hospital, taking the child's medical release form with him/her. The team instructor or a qualified parent will take responsibility for the group.

If the injury is not serious enough to require immediate treatment by a physician, applicable first aid procedures will be followed, and the parent notified. The parent may wish to take the child to his/her own physician.

The Parent Education Office at CBC (946-8796) should be notified as soon as possible, and any insurance claims should be filed through the office.

In case of an accident occurring to an adult in the classroom, applicable emergency procedures should be followed. Adults are not covered by the Accident Insurance policy purchased for the children but do have liability coverage. The Parent Education Office (946-8796) and The Dean of Student Services (547-0511) should be notified in case of adult injury, as soon as possible.

INSURANCE COVERAGE

Each parent enrolled within a Parent Cooperative program is required to carry group accident insurance for their child and liability insurance. The cost of such insurance is assessed each school year and paid as part of registration fees.

The Treasurer of the Parent Cooperative Program must list each child by name in the financial records of the co-op indicating that the family has indeed paid insurance and is covered. Visiting children are not covered by the insurance and should not be allowed to remain unless accompanied by their parent.

Insurance for all College Parent Education groups in the State of Washington is handled through the State Office of Risk Management in Olympia. Any questions about insurance should be referred to the Parent Education Office 946-8796.

CHECK OUT PROCEDURES

At the end of each quarter the Parent Education Instructor is responsible for providing the following for verification:

Program Notebook:

* Student Attendance Rosters
* Copies of handouts given to parents if they are no already in our files.
* Parent Education Summary Form
* Monthly Treasurer's Reports
* Copies of any group correspondence

Colored Folder: Registration list for next quarter

Instructors are also responsible for returning any borrowed resource materials, and returning building keys if they are not going to be used further.

Spring Quarter Only:

* Treasurer's Bank Signature Cards and name and telephone number of previous treasurer.

* Updated Inventory

* Waiting List for Fall Quarter

TEACHER SUBSTITUTES:

No parent cooperative group may meet without a vocationally certified teacher in charge. To do so would void all insurance coverage for the program. The Parent Education Instructor is responsible for building a list of qualified substitutes so that when she is contacted by the teacher needing such a substitute, she can provide some. A qualified substitute must be vocationally certifiable.

The Parent Education Instructor must notify the Early Childhood Education office as to who will be substituting, for whom the substitution is being made, for what program and on what date.

All group's by-laws have provisions to pay a substitute teacher one day a month for preschool teachers, or one day a quarter for infant/walkabout/toddler teachers. Otherwise personal arrangements must be made by the teacher with the substitute.

STAFF MEETINGS

1. Staff meetings will be held once a month, lasting approximately one hour. Emergency meetings may be called for special projects.

2. These meetings are held to enrich of the program and for administration purposes. To be an effective team we must be able to communicate by sharing ideas, resources, information and grievances.

3. Typical agendas could include: planning of workshops, lectures, programs, curriculum, and new classes, information relayed from State Office or Columbia Basin College Administration and program evaluation.

4. As time is limited, please do not bring young children to the meetings.

5. If, as an instructor you must miss a meeting, please arrange with a colleague for an update.

CHECKLIST CALENDAR FOR PARENT EDUCATORS

August:

* Notify parents of school opening dates and orientation meetings.
* Confirm names on enrollment lists by letter or telephone.
* Notify facility contact of school's opening date.

September:

* Attend staff orientation meeting
* Before parent orientation meeting:
  - Read section on Fall Orientation Meeting.
  - Gather orientation packets and parent handbook.
  - Check treasurer's books for proper signature procedure.
  - Check inventory list for supplies that need replenishing or ordering (obtain and order).
* Hold Parent Orientation Meetings
* Return 4-part college registration forms to coordinator's office and post names in colored notebooks
* Quarterly tuition due for Infant, Walkabout and Toddler classes.

October:

* Check to see if facilities agreements have been signed.
* develop a list of substitute teachers (check with qualified parents as well as other instructors)
* Treasurer's meeting with coordinator for instruction in procedures.
* Treasurer's report due by the 15th
* W.A.E.Y.C. conference
* Check with parents about concerns with children, parenting or programs

November:

* Note to parents about policy for snow days.
* Be sure fathers know they are always welcome.
* Be sure any new registrations are added to colored notebooks.
* Treasurer's report due to coordinator by the 15th.

December:

* Complete registration for winter quarter.
* Treasurer's report due to coordinator by the 15th.
* Check out for Fall Quarter.

January:

* Complete registrations for winter quarter and enter names in colored notebook.
* Quarterly tuition due for Infant, Walkabout and Toddler classes. * Note to parents regarding progress of the program.
* Treasurer's report due to coordinator by the 15th.
* Planning for "Let's Talk About Kids" gets underway.

February:

* Treasurer's report due to coordinator by the 15th.
* Informal evaluation of programs through conferences or notebooks.

March:

* Complete registration for Spring Quarter.
* Treasurer's report due to coordinator by the 15th.
* Invite Toddler Classes to visit cooperative schools
* "Let's Talk About Kids"
* Winter Quarter check-out
* Begin taking registration for Fall classes.
* Quarterly tuition due for Infant, Walkabout and Toddler classes.

April:

* Treasurer's report due to coordinator by the 15th.
* Complete registrations for spring quarter and enter names in colored notebook.
* Consider holding open - house for public information activity.
* Order supplies for next year.

May:

* Turn in Fall lists to coordinator.
* Confirmation letters to parents regarding class placement.
* Signature cards from treasurer should be signed for resolution of groups.
* Collect treasurer's books and audit.
* Inventory, packing, and cleaning of facilities.
* Complete Parent Educator's final report.
* Staff assignments for the Fall are made.

During Summer:

* Maintain up-to-date class lists.

SUGGESTED DAILY SCHEDULES

These schedules are intended as a guide for study only. Each parent or parent educator will function most efficiently in the schedule with which she feels most comfortable with. Staff are responsible to be present 30 minutes before and 30 minutes after class.

PARENT/INFANT

Class is conducted on an informal schedule with the mood of the babies more or less dictating when each activity occurs. Each week, each of the following aspects are included:

A. WELCOME
Discussion of babies new accomplishments, and or suggestions for handling problems and concerns of parents.

B. Music and interaction time - songs and exercises; infant stimulation activities.

C. Topic of Discussion - Parent Education

D. Social Time - one mother brings snack (juice & fruit, muffins, etc.) each week.

WALKABOUT/TODDLER

9:30-10:00 - **OPEN CENTERS** - Parents and children participating in various centers (art, playdough, blocks, manipulatives, etc.)

10:00-10:30 - **1ST DISCUSSION GROUP** - first group of parents go to discussion session, rest of parents remain to be with children in the activity room.

10:30-10:45 - **MUSIC FOR CHILDREN OF PARENTS IN 1st DISCUSSION GROUP** - (children join parents in discussion room) SNACK FOR CHILDREN OF PARENTS OF 2ND DISCUSSION GROUP (children remain with parents in activity room.)

11:00-11:25 - **OUTSIDE TIME** - 2ND DISCUSSION GROUP - parents from 1st discussion group take children outside. Parents for 2nd discussion group remain in discussion room.

11:25-11:30 - **CLEAN UP** - Put away toys and equipment, prepare to leave.

PRESCHOOL

9:00	-	Arrival
9:10-9:30	-	Parents leave to go to discussion. Children have group time with teacher. Sharing, calendar etc.
9:30-10:15	-	Open centers. Parents back in classrooms. (Art, Science, Snack Preparation.)
10:15	-	Snack
10:30	-	Outside - large muscle activities
10:50-11:20	-	Music & Small Group Activities
11:20	-	Story
11:30	-	Departure

Fall Orientation Meeting

Before classes begin in the fall, a time needs to be set up for a parent orientation meeting.

All the parents enrolled for the class will be notified either by telephone or through a letter of the date, time, and place for the meeting.

The agenda for the meeting needs to be coordinated between the Parent Educator and the Teacher of the class.

The agenda for the orientation should include the following:

1. "A brief ice breaker" - a chance for the parents and instructors to meet each other.

2. Copy of the orientation Packet - includes the child information sheet, a release form from the nearest local hospital, a 4-part card registration, topics of interest sheet, agreement form, by-laws of the group and an information sheet.

   -The child information sheet needs to be kept at the school at all times.
   -The release form for the hospital should go to the hospital.
   -The 4-part registration goes to CBC to register the student.
   -Topic of interests sheet - used by the instructor.
   -Agreement form - left in child's folder at school.
   -By-laws of the group - reviewed and retained by the parent.
   -Information sheet reviewed and retained by the parent.

3. Parent Handbook - To be purchased by the parent for a fee.

4. Schedule of the Class Time - The teacher will go through the schedule of the day, explaining what a routine day would be like, how the parents will be involved, and expectations of the class. This would include time of class and days of the week.

5. Sign-up Sheets - In a Parent Cooperative Program the parents sign -up for different areas of the class that they are responsible for. The teacher will assist the parents in the signing up. For more detail refer to the Parent Handbook.

6. Class Officers Elected - The group at this time elects officers for the year. The officers include Chairperson, Secretary, Treasurer, and Parent Liaison.

7. Tuition and Insurance Fees - An explanation of the cost of the class should be gone over and when the tuition is due. The insurance for the parent and child needs to be explained and collected.

8. Building Orientation - So the parents feel more "at home" in the building where the class is being held, either a tour can be given or a game devised to help them locate items they will be using during classes can be used. Example: scavenger hunt.

9. Other Items to be Covered May Include: Carpools, Child-care, Making nametags for parents and children.

Sign-up sheets for other jobs such as:

Field Trip Coordinator - helps teacher with planning of field trip.

Playdough Maker - makes the playdough and brings it to school or makes playdough at school with children.

Paint Mixer - mixes paint and puts in the refrigerator for use at school.

Party Planners - helping plan special events during the year.

Parent's Library - keeps library neat and checks on outstanding books quarterly.

Children's Library - Checks out books from the library for use at school.

Purchasing Parent - buys supplies needed at school such as soap, starch, etc. and gets reimbursed by the treasurer.

See Saw Coordinator - Parent who takes orders on a monthly basis from class, sends in to See Saw, and distributes orders.

Laundry Person - Takes towels home weekly or as needed to wash and bring back to school.

Toy Repair Person - fixes toys or helps find someone to fix broken toys, as needed.

Carpentry Center - person to locate wood, and other items suitable for the carpentry table.

V STRATEGIES FOR THE PARENT EDUCATOR

Strategies for the Parent Educator Leading a Group

1. Arrive early so you can set the stage for the meeting. If you are late, you inconvenience the group. Each parent has taken time from a busy schedule.

2. In your role as a parent educator you have an opportunity to aid parents in their understanding of the young child. Each parent has varying interests, motives and needs and should be respected as an individual.

3. Control ridicule or arguments within the group as this is humiliating to the individual in a group setting.

4. If possible, each person in the group should have an opportunity to express himself, but do not make direct questions to an individual who is quiet as she may be shy in a group experience and needs to feel secure and wanted before she is able to participate.

5. The discussion should be informal and relaxed. Professional terms should be avoided unless meanings are clarified, as many young parents are not familiar with these words. Although there may be college graduates in the class, there are also those who did not have the opportunity to finish high school.

6. Curriculum materials should be pertinent to the group interest. Be flexible! If the group is interested in a subject other than the one you have prepared, be ready to discuss in the area more receptive to a learning situation.

7. Many parents are confused by conflicting material which is being written in the field of early childhood education. Help reinforce their own efforts with their children.

8. Do not prolong an evening meeting after 9:30 p.m. unless the group is eager to further discuss a given subject, and then make it clear that who anyone wishes or needs to leave may feel free to do so.

METHODS OF PRESENTATION

As a Parent Education Instructor whether it is in an infant; walkabout; toddler; or preschool setting, one of your major tasks will be that of presentation. The parents set the agenda for the class by giving input as to topics that are important to them. The Parent Education instructor decides on the method of presentation. The following are six different methods that may be used for presenting a topic whether it be during a day class or an evening meeting.

1. Group Discussion - This preferred method of instruction presents some information about a topic and leads the group into talking about the topic together. Methods such as each sharing how they feel about the topic, leading open-ended questions about the topic, or giving personal examples can help stimulate the topic discussion.

2. Guest Speaker - In this method the instructor would contact the speaker for the specific topic, set up the date, time and place well in advance, and assist the speaker with obtaining any items needed for the presentation.

3. Audio Visual - For this method of presentation on a topic, the Parent Education department has many films, filmstrips, some VCR tapes and 16mm movies available. The instructor needs to set-up in advance the dates the materials are needed, through the Parent Education office, obtain the equipment, review the materials and the equipment and return the materials back to the Parent Education office when finished.

4. Role Play - This method of presentation enables parents to explore situations which may be causing conflict, fear, pain, etc. By practicing ahead of time the parents learn alternate ways to deal with the situation.

5. Suggestion Circles - (Jean Illsley Clarke) The suggestion circle method is another method of presentation. The format for suggestion circles is as follows:

    * The Parent states one problem in one sentence and presents it to the group.

    * The members of the group think about the problem.

    * Then each member of the circle gives their one best suggestion back in one sentence.

    * The ideas are written down.

    * The person with the problem thanks each for the suggestion.

* The written list is given to the person who stated the problem and he/she then can think about, choose and use the suggestions.

6. Lecture - Another method used to present a topic is by lecture. A lecture is an informative talk given before the class that has been prepared beforehand. Lectures may include the use of visual aids such as charts, items written on chalk board, overhead projector sheets, etc. Used sparingly this can be an effective method of presentation.

7. Workshop Format - workshops can be used as a method of presentation to demonstrate how to make special items such as puzzles, puppets, flannel boards, etc.

ICE BREAKERS

Building group cohesiveness is an important goal. One method of beginning this process is with ice breakers. The following are some methods that work well.

1. Have the parents introduce themselves and tell one thing they hope to get out of school for themselves and their children.

2. Tear sheets of paper into something you would like your child to learn about at school, and explain what and why.

3. Use paintings or an art project and let parents see if they can select their child's.

4. Choose a significant question related to the topic that lends itself to humorous answers and let parents respond on paper or orally. For example: In early toilet training what term did you use for bathrooming.

5. Doing small muscle things such as cutting with opposite hand, coloring a ditto or shape, and then have someone offer some positive and negative comments.

6. Show a short movie: discuss.

7. Let the parents fingerpaint or paint at the easel.

8. Show a selection of a video tape of the children.

9. Play short excerpts from comedy records or video tapes that might relate to evening's topic.

10. Guessing labels on parent's back. The labels could be on a given topic such as classroom items, characters from children's literature, classroom centers. Participants ask three "yes or no" questions from three other parents to guess what is on their back.

11. Sharing Trials: This method is effective. A detailed description follows.

Sharing in Triads: (Adapted from **Teaching Is,** Harmon & Gregory)

GOAL: A way to share personal ideas and experiences and to build a supportive group climate.

This technique can be used in a group experience, requiring about 15 minutes on up, depending on how many topics are discussed.

PROCEDURE:

Be the leader. Divide the group into groups of three people. In each small group of three each person identifies himself/herself as an A, B, or C.

The leader calls out a topic, such as, "My Family Background." In each triad "A" speaks for one minute and "B" & "C" listen.

When "A" is finished stop the group. Then "B" takes a turn for one minute, and finally "C" speaks of the same topic for one minute.

Time is kept short, the experience is designed to help people get to know one another and share ideas, not to settle disagreements of fully explore issues.

Before introducing a new topic, "A" moves to a new group, with the introduction of the third topic "B" moves to another group, and so on. THis movement facilitates interaction with the greatest number of people.

GROUND RULES:

Each person is told:

- You can tell as much or as little about yourself as you choose.

- Consider how much risk you want to take in disclosing yourself.

- Feel free to say "I'd rather pass on that question"

- Don't allow yourself to be pressured into talking about something you would rather keep to yourself.

- When one person is talking the other two are listeners.

Suggested Topics For Sharing In Triads:

1. My Family Background.
2. What I like to do for fun.
3. Why I believe a parent cooperative will be a good experience for me and my child.
4. A time in my life I felt highly respected by others.
5. I get rebellious when:
6. I am a diligent worker when:
7. Something I like (dislike) about myself.
8. How I handle anger.
9. My views on the rights of parents are:
10. My most stressful time as a parent.
11. My most rewarding times as a parent.

(Choose as many or as few topics as you want to use, or add your own.)

Entire group response to topic:

After sharing in the group join back into the whole group and ask:

1. What I like about this group is:

   or

2. Ask how they felt about sharing in the groups of three ... Any observations

COMMUNICATIONS

Another important goal in a coop is on-going communication. Communication is defined as a giving, or giving and receiving, of information, signals or messages by talk, gestures, writing, etc.

The quality of communications between members, leaders, and teachers, or even lack of communications can "make or break" your co-op. It is a very vital element in making a coop work.

In all communications, warmth and humor add life to the most routine situations. Try to add these ingredients to your messages, verbal and written.

Communication can take many forms. Listed below are ideas within groups to convey information. Think of this as a smorgasbord and take what would be appealing to your group and use them:

Monthly Newsletter.
Bulletin Board for Parents.
Telephone Committees.
Personal notes (sent home on occasion to the parents).
Large Posters.
Communication book used each day at class.
Monthly sign-up sheet and calendar.
Dittos about special events.
Business meetings at evening parent meetings.
Planning times during class.

GROUP DYNAMICS

Some groups seem to get along happily, settling disagreements as they arise; others have their teachers, chairmen, and assorted parents "climbing the walls" with seemingly endless conflicts and undercurrents of discontent. Groups can certainly develop distinct personalities!

Katharine Whiteside Taylor[1] classifies groups as belonging to two major catagories: Psyche groups, in which the members are together because they like to be together, and Socio groups, which are formed for a certain function. The best co-ops, of course, belong to both catagories--friends who are working together to provide a pre-school experience for their children.

Groups which do include both functional and personal relationships become, Taylor says, "like vital, living organisms." They may pass through stages of growth like those of a person.

Just as a young child is dependent upon his parents, groups in their early stages need strong leadership and much guidance. Then as adolescents often do, the developing group may begin to question authority and wisdom of it's leaders. This is a critical stage, when it is important for the leaders (as for parents of an adolescent) to recognize the growing capabilities of the members and to utilize these powers in constructive ways.

If the leaders are not willing, or do not know how, to accept the contributions of the members, the group may become permanently dependent and may stagnate, or they may stage an "adolescent revolt" to oppose and even overthrow the established leader(s).

If the leaders and the group can successfully share the responsibilities, the group is likely to achieve a mature relationship which meets the needs of both leaders and members.

It is often difficult to appreciate and accept the contribution of all members, but sometimes members who seem a "problem" are simply those who have not found, or been given, acceptable ways of achieving recognition, or of contributing to the group. It is very important that each member feel she has a place (not "busy-work", please!), and that all members are helped to appreciate the contribution of each one.

Can you accept the value of the "inspiration-giver" (who may not follow-through), or the person who is often critical of your efforts? Do read Katherine Whiteside Taylor's Parents and Children Learn Together, especially chapter 12 "Group Dynamics Among the Parents."

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[1]Taylor, Katherine Whiteside, Parents and Children Learn Together, Teachers College Press, New York, 1967. pp.250-251

Handling Conflicts:

A VIGNETTE OF HOW TO MOVE FROM STORMING TO NORMING OR "It happens in the Best of groups"

The Betsy Crary Method from P.E.T. for groups

An Instructor (who for reasons of confidentiality must remain nameless) shared with me an incident of Problem Solving that recently happened during a Parent Meeting, where, with the help of skillful leadership, a group progressed through (1)expressing their feelings (many of which were hostile), on to (2) identifying and prioritizing their concerns, and (3) looking at possible solutions to their problems. All this occurred within one evening, within a reasonable length of time, with the parents leaving the meeting feeling that they were a cohesive working group, and expressing that they had each had an opportunity to express their point of view, and moreover, expressing that they had been listened to.

THE PROCESS, THe Method used to accomplish this consisted of:

I Expression of Feelings
Each member of the group was to express in one sentence, how they felt, or to tell what they perceived as the problem.

Ground Rules:
1. No names mentioned, or people identified.
2. No one was to react or respond to the expression of feelings.
3. All sentences were listed for everyone to see.

II Identification of Key Issues, Selection of Top Concern

Ground Rules:
1. Responses were listed in catagories & summarized.
2. Discussion and agreement was reached as to the top priority concern.

III Brainstorming for Solutions:
and selection of the sequence for problem solving.

SUMMARY
During Phase I, Expression of Feelings, some comments were:

"Low Enrollment"	"inability for people to change"
"lack of communication	"inability for people to be flexible
"overworked"	"board makes too many decisions"

During Phase II, Identification of the Key Issue was "LACK OF COMMUNICATION"

During Phase III, Solutions: Decision for:
1. more written communication in the newsletter.
2. less informal (telephone) communication.
3. use proper channels for concerns and complaints.
4. direction to the Board to bring back to group a choice of solutions to problems for entire group to consider and vote upon.

HELPFUL PROCEDURES

GENERAL PROCEDURE WITH PARENT

1. Parents must know that you are interested in their child.

2. Much insight can be gained by teacher and/or instructor when parent comments about their feelings of the problem.

3. After discussing incident between instructor and teacher, you must be open and honest about the problem and inform the parent that you need help in working it out.

4. Both must verbalize and recognize the problem. (Background and causes can be pinpointed in this way.)

5. Both must accept some of the difficulties faced by the other one.

6. Some way of actively attempting to solve the problem should result.

7. Follow through on results by other talks, etc. Note progress.

8. Opportunities must be provided for parent to observe the teacher as a model when working with the child.

PARENT EDUCATION MEETING:

Perhaps instructor or teacher could set up some of the basic ways that would help a child learn more desirable behavior to replace less desirable behavior.

You could also stress that children who come to any preschool group have very positive behavior traits and also have some negative behavior traits in varying degrees. "Tonight we are going to talk about 4 different negative traits that often occur among preschoolers." She will suggest 4 traits that would be of interest to all parents. The group could divide up into small groups and pick the one which the would like to discuss with the following goals in mind:

How would I like the teacher to help this child in school?
How could I help this child when I am a working mother?
If my own child shows some of these traits, how can I help him at home?

You would have to summarize reports on the blackboard and bring together increased understanding on the part of the parents about these different traits.

VI. PROBLEM SOLVING TECHNIQUES

CLASSROOM GUIDELINES

RULES TO PROMOTE SHARING:

1. First come---first served. - The child who gets a toy first has the choice of playing with it exclusively or sharing it.

2. One to a customer. - Children are not allowed to hoard toys. When they finish playing with a toy they must put it back in place so that another child may play with it.

3. Special rules for special toys. - Big toys, new toys, or playground equipment are for sharing. If the toy will not accommodate all the children who wish to use it. The children are required to take turns. Toys brought from home must be kept in the cubby or take home basket ... if brought out during free play they must be shared.

RULES TO REDUCE EXCLUSION:

Exclusion means that one child is shunned or kept from playing by other children. It is a part of preschool behavior, and is positive in that it can be a starting point for friendship.

1. Try to promote a balance between openness and exclusivity. - Special areas in the classroom are for various kinds of play. The number of children in a given space may be limited, and once the limit is reached newcomers are excluded until a space becomes available. Limitations are found in the following areas: water table, carpenter's bench, color and cut table, easels, quiet corner, and listening center.

The idea of guidelines in this area is to make exclusion less of a hurt and more objective.

RULES FOR CONTROLLING AGGRESSION:

1. No physical aggression. Children are not allowed to hit, bite, kick, scratch, or pull hair. Victims of aggression are urged to protect themselves with words or report to the teacher.

2. Channel aggressive behavior to positive outlets. - Pound the nails at the carpenters, hit the pillows in the quiet corner, squish the play dough.

3. The teachers chair is the TIME OUT CHAIR - if behavior becomes uncontrollable. This gives the angry child a chance to cool down, but still be a part of the group.

4. Adults working at preschool should follow the preschool rules - rather than home rules even with dealing with their own children. If this presents a problem, call in the teacher.

5. No use of pretend guns. - This will usually cut down on aggressive behavior and lead to a more imaginative type of play.

6. We do not call children names - that make them feel sad or angry..if name calling reflects racial or other prejudice, it is not acceptable. Swearing is not allowed.

RULES FOR MAINTAINING ORDER:

1. We separate areas for noisy and quiet play.

2. Use quieter, low voices inside. Save shouting for outside.

3. No running inside.

4. Put a toy, game or puzzle back in it's proper place before starting to play with another.

5. Children who have been playing in a particular area are asked to help pick up that area at clean-up Time.

At all times maintain your sense of humor and be flexible to individual situations.

GUIDANCE SUGGESTIONS

LIMITS FOR:	WHAT WE SAY TO CHILD: (EXAMPLES):
BLOCK AREA	
No throwing or grabbing	"Build with the blocks"
No wrecking someone else's work Let's help him make it over. Tell tell him in words.	"I can't let you kick John's building. John with your voice that you want to play with him. (or) If your angry,
Build high as head (If good foundation underneath, build only as high as shoulders.)	"Let's measure your building"
WOODWORKING	
Three children work at a time.	"How many people are working?"
No driving nails into work bench.	"Hammer nails into a piece of wood --which piece do you want?"
Some of the young children need help in getting their nail started in wood.	
BOOK AREA	
No books left on floor to be stepped on.	"Put the book on the table, please"
No throwing or tearing of books.	"Books are for looking at. If you want something to throw, you may throw the ball."
CONCEPT TABLE	
No banging magnifying glass. Handle things carefully.	"Look through the magnifying glass. If you want to pound, you may use the clay."
	"Please hand Robin's eggs carefully when looking at them."
EASEL	
No slinging of brushes.	"Paint belongs on your paper."

TABLE TOYS

Use on table.	"Use table toys on the table."
No disturbing another's work.	"I can't let you throw Suzy's puzzle on
the floor. Let's help her pick up	the pieces. If you are angry, tell her
	in words.

WATER PLAY

Clean up spilled water.	"Use sponges to clean up the water." "Use the mop."
Keep water toys in tub.	"You may pour water into this bottle."
Don't splash other children with water	"Please keep container in your tub."

MUSIC CENTER

No more than 2 children at a time at piano.	"How many people are playing the piano?" "What elsecan you think of to do, Joe?"
Use two fingers to play.	"Use two fingers please."
No pounding.	"You may play, you may not pound."
Use record player carefully.	"Please put the needle down carefully."

PETS

No putting small toys, leaves, etc. into cage	"We feed the guinea pigs food; maybe they would like some kleenex to shred. Please get some."
No pounding on the cage.	"Guinea pigs are for touching, listeningto, and looking at."
Animals stay near cage.	"Sit on the floor in front of the cage."

HALLWAY

No running or shoving.	"Walk in the hall. Where are your walking shoes, etc."
No playing in hallway during class time.	"Come back to our classroom, please."

BATHROOM

Two at a time to wash hands, per sink.	"Suzy and Joe are washing now."
One paper towel.	"Please use one paper towel."

OTHER OUTDOOR LIMITS

Four children at work bench	"Please use 2 handles when sawing."
	That will damage the trike."
Sawing.	John might fall off when you bump his trike."
No running into other trikes.	"Dig in the sand. I can't let you throw it." "John hurts. Please come to help him get the sand cleaned off."
No throwing sand.	"A mother needs to be with you in case you hurt yourself and need help. It's safer that way."
Children need to ask a mother to accompany them if they are going into the woods, or away from play area.	"We have a rule that you go down the slide feet first, so you can see where you are going and won't hurt yourself."
Children go down the slide feet first.	"You may use ladder against a tree." (or) on a saw horse ." "climbing bars have rungs to sue as ladders.
No Ladders against climbing bars.	"Please use your shovel to dig."
	"Do you see all the splinters on the jumpboard, Mary? I'm afraid you could get hurt if you slide on your feet.
Shovels to dig.	"Jack, you may either join us at the circle or come to the reading table. The other children can't hear if you are running around the room.
Children use feet only on jumpboard.	
Another indoor rule. Children that don't wish to participate at circle may go to the table or toy area (using puzzles, quiet toys, etc.)	
"You may come back when there is room or work at something else. What souls you like to do while you're waiting?"	

ROOM IN GENERAL

No running.	"Walk in the room."
No shouting.	"Use your indoor voice, please."
No Loud crying.	"Joe try to cry a little more softly; your loud crying is hard for the rest of us. (To other children) It's all right for Joe to cry. Will somebody bring him a kleenex, please.
No standing on chairs, tables, or stove, etc. (in housekeeping area)	"Stand on the floor, please. Sit on the chair, please.
Runaway child.	"I'm not going to chase you. Betty, I'm going to stand right here and wait for you to come back. You are going to be all right.
Frustrated child.	"It's all right to ask someone for help, Sam. What can I do?"
No belittling or demanding or labeling another person or his work.	"John's painting is his own way. His way is different. That's okay. "Yes Sue's eyes are different. There are many kinds of people in this class; tall ones short ones, etc."
Refusal to change routine.	"I know you don't want to stop your work now and have a snack. It's very hard to stop something and begin something else. But that's what we must do. Would you like to play with the airplane tomorrow? I'll try to remember to put it out for you. (or) I'll ask the teacher to put it out for you and you remind her."
Children's safety is our first consideration. We can't allow them to hurt others, themselves or damage equipment.	"It hurts when you hit Jack. Use your voice to tell him your mad because he has you toy."

P.S. Please stay in your assigned work areas both indoors and outdoors.

WORDS THAT HELP

Use a positive phraseology. Instead of "don't," be positive. Tell the child what to do.

"You need to _____."
"It is time to _____."
"We try not to push people."
"Your hands need to be helped."
"Do you need some help."
"If you cannot come by yourself, I will help you."
"I think you are able to do it without help."
"We build with blocks, but we may throw them. We throw balls, shall we find one for you?"

Check your use of "no" and "don't." A young child learns much of his expression through imagination.

Eliminate from your vocabulary the phrase, "Do you want to _____?"
Unless there is a real choice. Instead - "It's time to _____:"

go to the toilet
for music
go for our walk
for rest
for story

Typical choices: "Shall we empty your shoes of sand here, or by the steps?"

"Shall we park the trike here, or put it away?"

"Shall we carry it, or pull it in the wagon?"

DISCARD from your vocabulary: Good, bad, nice, naughty.

Instead or "Good" or "Nice" - "You have learned how to _____" or "That is the right way to do it."

Instead of "Now be a good boy." - "Have a good time."

Instead of "Bad" or "Naughty" - "You haven't learned how to _____" or "When you have learned, you won't do _____."

PAINTS

"You need to wear an apron when you paint."
"You need to walk carefully when you carry paint."
"You need to hold the jar with one hand while you wipe the brush."
(Assisting mother may show how it's done.)
When a child asks for a comment on picture - "That is a lovely color, would you like to tell me about your picture?"
For the child needing encouragement - "You have made a fine picture."
Paint spilled intentionally - "You need to be more careful," or "You haven't learned the way to use the paint, have you?"

SAND

"We do not throw sand. It gets in people's eyes."
"We do not throw sand. If you throw it again, you will need to leave the sand box."
"We do not throw sand. Come, I'll help you out of the sand box and we'll find something else for you to do."
(Endeavor to have the child return to the sand box before play period is ended, so that he will experience success there.)

SHARING

TWO WANT THE SAME TOY:
"He has the ball now. Soon it can be your turn."
"When he has had his turn, it can be your turn. Now you can play with_____."

CHILD GRABS A TOY OR HITS TO GET IT.
"It is John's turn now."
"Ask him if you may have a turn when he is finished his turn."

PICK-UP

"It will be time to pick-up soon. Let's get the blocks into the box."
(or) - Let's get all the cans emptied." etc.
"Let's carry this together."
"Shall we help with the blocks or load the dishes in the stove?"
"Here's something for you to carry." "Let's park the trike here."
As soon as we stack the blocks here, we are ready to go in."

DIFFICULT BEHAVIORS

1. THE VERY ACTIVE CHILD:

Alternate ways to deal with situation:

A. Mother has enrolled family in preschool so child would be kept under better control.

Teacher/Instructor - "Do you feel bothered by what you see him doing here?"

Mother - "Yes, he's destructive, he doesn't listen. We have enrolled because I want him to learn to mind."

Teacher/Instructor - "I feel that Johnny has a lot of energy that he must use and the more we confine him to quiet activities, the more active and disruptive he becomes. Perhaps working together, we can help Johnny wear off his energy in acceptable ways at the same time help him learn some controls during periods when he needs to be more quiet.

Teacher/Instructor - "What are the types of energetic things Johnny does at home and what times do you expect him to be quieter?" Does his energy bother you or would you prefer to have him less active?

B. A discussion with the mother about the "life styles" or children and that in school they try to accept Johnny as he is. At the same time he must learn through our patience and understanding that he can control his activities. Perhaps sharing with the parent some of the real contributions made to our world by individuals who have tremendous energy and drive but they have learned to channel his energy.

C. Mother could devote given periods during the day when activities are stressed, i.e. Mother and child run around the house five times, down to get mail each day, climbing activities, riding trikes, time at children's area in the park, inside activities as washing pots, silverware, vacuuming, making cookies, etc.

D. Activity records, music in which he can participate actively.

E. Timer could be used to structure time. i.e. 1/2 hour busy activity with mother or playmate encouraging during part of this. Quiet activities for a shorter time spread throughout the day. Parent is better able to spend this one-to-one time required.

F. At free play time, teacher could allow Jumping Jack time, outdoor play with large muscles, contest or feats of jumping over, how many times he can jump in one spot, etc.

G. The teacher could provide quieter times in short periods encouraging him that he can "JUMP AGAIN" when he has finished his puzzle, picture, etc..

2. THE CHILD THAT BITES:

Alternative ways to deal with situation:

A. Parent's feelings about this are important and why she thinks Johnny bites. Is she aware that biting is not an uncommon problem among children?

B. The teacher can stress "Biting hurts, I do not like it. I cannot allow you to hurt someone else. We bite food, rubber balls, stuffed animals, etc."

C. Give the child another alternative to express his feelings. Teacher can help child verbalize his feelings - "I'm very angry at Carol because she has the toy I want." Child that is bitten also needs to verbalize his feelings.

D. Technique is to hold nose and black off air passage so child releases bite. Also nose holding is unpleasant reinforcement for biter. May also stop biter by enfolding the child, "I cannot let you bite."

E. If child is unable in other ways to defend himself against larger bully, helping him verbalize that he does not want the toy taken away. Then reinforce by seeing that the toy is returned to him.

F. Provide positive recognition when the child is deserving.

G. If all else fails, child may have to be removed from the situation until he can again socialize in an acceptable manner.

3. THE CHILD THAT CRIES EASILY:

Alternative ways to deal with situation:

A. Seek background about the child from parent and ask how they handle the situation. Ask any suggestions they would have for you to use in school.

B. Be sure parent understands the adjustment child must make to new situation (preschool). Both work together to understand, "Does parent feel secure in releasing child at school?" "Does child fee secure in being released to teacher?"Mother should be encouraged to stay at school for increasingly shorter periods. Both should work on increasing trust.

C. Both give the child all the support that you can. Take time to listen to the child and accept his feelings. Help him to verbalize his feelings by expressing them to him, "You feel like crying because you are sad inside about..." Help him see other ways to express himself, i.e. dramatic play, art, etc.

D. Suggestion to parents for home use in addition to above: (a) reinforce child when he smiles. (b) Parent show ways to express her feelings to child as an example.

4. THE NON-PARTICIPATING CHILD:

Alternative ways to deal with situation:

A. Make observation of child yourself. Ask some other adult to observe child for signs of interest.

B. At a parent conference: "Although Johnny seems really interested in school, we've all noticed that he hasn't participated in anything as yet. I've been wondering what he tells you about his day. Does he indicate any preference in activities? We aren't worried about this non-participation as many children have to observe for a long time before they can enter into something - we know he will when he's ready.

C. Discuss specific points of observation that concern you. Ask about parent concerns. Ask for suggestions of interest that parent may know or obvious dislikes. Find out about any other child who might be an acquaintance so teacher could foster more companionship. If none, then teacher may find another child more outgoing that could be encouraged to develop a friendship.

D. Teacher could model for parent ways that she could help interest the child in home activities by spending more personal time, not expecting long spans of interest on the part of the child. A few activities could be encouraged each day by the parent and followed through by the teacher in school.

E. Teacher should make parent aware of the many ways children do participate even though it does not appear to be active. Both need to be patient and grateful for small accomplishments. Do not put pressure on the child to participate.

F. Stress to parent how school is attempting to build a "good self -image" and ways that they might work together to build confidence. Child may be encouraged in self-play activities as water play, dough, etc. This may be a necessary stage of development before involving other children.

5. THE CHILD THAT STEALS:

Alternative ways to deal with situation:

A. Observe the types of things the child steals and under what conditions. "Is it when he wants something another child is playing with?" "Does he take home preschool toys?"

B. Confer with parent to discover how aware the parent is about the problem. Both work together to help child understand ownership. i.e., Some things belong to Johnny and he does not have to let others play with them. Things at school belong to him for a short time and then he must share them with the other children. Does he have control over his own things or do brothers and sisters use his things without permission? Both try to emphasize what belongs to him alone, and those things that he must share.

C. Parent should realize that the child's concept of stealing is very different from her own. Help her to look upon it as a learning process for the child and not a bad trait that he has developed.

D. The child needs responsibilities. i.e., He may be responsible for the family cookie jar understanding that by the end of lunch and dinner, everyone in the home needs to have his share of cookies. What are the consequences that must be faced if one child takes more than this share? How does the child feel when something has been taken from him? What are the consequences of his stealing acts? Role playing might be used to explain some of this.

E. The child always needs to follow through with an object which has been taken. i.e. returning to nursery school and giving back the object he took home. He must be sheltered from these responsibilities but guided to understand them.

6. THE HYPERACTIVE CHILD:

Alternative ways to deal with situation:

A. "Tell me something about Johnny's behavior at home. Have you ever discussed his excessive energy with your pediatrician?" "How do you feel about his activity?"

B. Positive reinforcement of quiet behavior.

C. Provide quieter means of releasing emotional tension and energy. i.e., water play, finger painting, carpentry, digging, etc.

D. Accompany his quiet activities with adult attention. Encourage longer and longer attention span on these activities.

E. Withdraw attention when child is engaged in overactive or destructive behavior. If it cannot be ignored, divert him to a quieter activity or remove him from the room physically until he is able to regain his control.

F. Often the child will be required to have one-to-one basis with adults. He needs special understanding and individualized approach. Adult must continually recognize socially acceptable control by child. Often they cannot be reasoned with when under stress but must have physical control by an adult. Should go to school at an early age as the more social opportunities, the more the child will progress. In extreme situations, special education might be required for a few months.

7. THE SWEARING CHILD:

Alternative ways to deal with situation:

A. Both need to understand child's love for experimenting with language. (also the shock value they achieve from words.)

B. Substitute words could be offered with positive reinforcement when they are used.

C. Ignore swear words while reinforcing desirable language.

D. Establish limits and enforce them. i.e., We are tired of this. You have said it enough. I will tolerate no more.

E. If attention-getting device, try to give child occasions for success and attention in other ways.

F. If the child is imitating talk from home environment (B) above might be the best approach

G. Help child express his emotions in more acceptable ways. Verbalize for him as a model. If temper is the problem, give him clay, punching bag, or other ways plus helping him to verbalize his feelings.

H. Provide a room for the child to use his swear words because they are not acceptable to use with other children.

I. A small role play situation where the child plays the father and the teacher the child. Situation: "Why can I not say all the words that I hear my father say?" This might help to clarify to the child if the example in the home is the source of his problem.

J. Help child to understand the meaning of the words he is using in a simple way. Help him to see that they do not apply. Do they really say what he is wanting to say? i.e., "You are a bitch." "Is that little girl really a mother dog who is going to have puppies."

8. THE WITHDRAWN CHILD:

Alternative ways to deal with situation:

A. Try to talk with him a little each day. Use touching or say, "I'm glad you're here.

B. Smile at him often, let him know you are aware of him and are interested in him.

VII. GUIDELINES FOR THE CHILDRENS' TEACHER

GUIDELINES FOR THE CHILDRENS' TEACHER

Program Goals

A program in which learning is fruitful as well as fun is based on clear goals. The equipment is selected and the experiences are planned to develop the goals. At the beginning of each section of this guide, specific reasons for including the experiences, are given. The general outcomes of all learning experiences are: a child who has a positive self-concept; a child who is healthy and physically coordinated; a child who is beginning to relate to children, adults, and to deal with his emotions; a child who expands his concepts and ideas about the world; a child who can use language communicate with others; a child who expresses himself in many ways; a child who is curious and wants to learn.

What do these general outcomes mean:

1. A child who has a positive self-concept:

Each child must see himself as one who can learn, as a successful learner and as one who is liked by other children and the adults around him. Do you know how each child feels about himself in your center? What are you doing to change a negative self-concept.

2. A child who is healthy and physically coordinated:

A child who is not a healthy does not have the energy to learn. Health requires that a child be well nourished, have adequate rest and opportunity for vigorous activity to develop physically. How does your program help a child to remain healthy and to move his muscles through physical activity?

3. A child who is beginning to relate to children, adults, and to deal with his emotions:

A child who is able to play and work with children and adults, and who is beginning to channel emotions into outlets that are acceptable, is adjusting to a group situation. What kinds of suggestions do you give the individual child to help him relate to others?

4. A child who expands his concepts and ideas about the world:

An understanding of the community - the people and their work and services - and the expanded world, forms a basis for comprehending what is read in later years. Add to this the world of nature, and how all of these concepts are related, and the child has a beginning understanding of society. What first-hand experiences do the children in your center have to learn about their community and the world of nature?

5. A child who can use language communicate with others:

A child learns through talking and asking questions. He relates to people through exchanging ideas. The child must be able to speak so that others know what he means. How much opportunity does your program provide for language development - for learning language

6. A child who expresses himself in many ways:

A child gains an understanding of ideas through expressing them in his own way. He may use movement, art media, talking, dramatics, building materials and many others. Does your program give children the time and materials to express themselves in their own way each day.

7. A child who is curious and wants to learn.

A child is naturally curious. He learns by observing, asking questions, looking at pictures in books, solving his problems and trying different ways to do things. The child is learning how to learn and learning by himself - using adults when he can't find the answer by himself. Does your program keep his curiosity alive.

4. Is language stimulation varied:reading books, games with feel boxes, flannel boards, stories, questions and answers, conversation, lotto games, classification games? Are limits enforced through verbal control and reasoning?

5. Are there small manipulative toys to build eye-hand coordination and finger dexterity?

6. Are there some opportunities to follow patterns or achieve a predetermined goal: puzzles, design blocks, dominos, matching games?

7. Do children do things like cooking, planting seeds, caring for animals?

8. Are field trips planned to give experience with the worlds around us?
   Is there adequate preparation and follow-up after trips?

9. Are there repeated opportunities for children to use similar materials? Are materials available in a graded sequence so that children develop skills gradually?

GUIDELINES FOR THE CHILDREN'S TEACHER

We are including some of the useful information and lists for various curriculum areas. These are in no way comprehensive but have been compiled by classroom teachers as representitive of ideas and philosophies that instructors have found to be meaningful and successful.

Play and Learning

Young children learn in very different ways than older children and adults. Because the world and it's ways are so new to young children, they learn best through direct interaction with and manipulation of its components. This theory of learning is supported by such child development researchers as Ilg, Ames and Bates, Montessori, and Piaget.

All children pass through orderly stages of development in their physical, social, emotional and intellectual growth. Intellectually, in the first several years of life, children journey through the sensorimotor period of infancy, to the preoperational years of the young toddler and preschooler, and eventually on to the concrete operational thought of the elementary school aged child. Similarly, growth and development occurs in sequential stages in other areas.

Adults are charged with the responsibility of nurturing, guiding, and interacting with young children. They need to be cognizant of developmental information available concerning individual children. The Parent Education Program at Columbia Basin College (CBC) is predicated on this developmental approach. It is the belief of CBC that each child is capable and will succeed at developmental tasks, if he is allowed to engage in activities which are in accordance with the child's developmental plan.

Play is the primary vehicle which allows a child to experience success in normal developmental activities. Quality play allows the young child to expand the imagination, practice much needed large and fine motor skills, experiment with language, develop social skills, build a positive self esteem and grow intellectually. An environment designed to promote a variety of play experiences will enhance the development of the young child through active participation and manipulation of real objects. The adults who care for young children should allow them to experience the world in a multisensory way. Play must be valued; it is the developmental job of the young child. When the child is given the opportunity to interact with others in a safe, nurturing, stimulating environment, normal growth and development occurs. It is the belief of CBC that each child will flourish when emphasis is placed on the development of a positive self esteem, when each child is accepted at the level at which he/she is functioning, and when opportunities for quality play experiences abound. This environment allows the child to be self confident, a problem solver, and more able to cope with the demands of formal school learning in the elementary years.

> "Play is the forerunner of the capacity to be creative later in life, and it is also a very effective way for children to act out things that worry them, thus relieving them of the pressure of these anxieties. Children who are fortunate enough to be able to play with others grow up with a storehouse of shared experiences and emotional communication which they can all on later in life to help them work through problems of adulthood."
>
> by Dr. Albert Schrut

LEARNING IN THE CENTERS

Activity or Material	Value to Child	Parent Participation
Puzzles, beads, pegs, etc	Eye-hand coordination Small muscle development Learning colors, size Space Relationships	Help a child who may need it. Let the child have the satisfaction of success. Rotate material to keep child's interest
Clay Finger Paint Play Dough	Sensory experience Small muscle manipulation Tension release Opportunity for self expression	Simple suggestions which will aid the child in satisfying use. **Do not make models.** Emphasize the experience not the product.
Cutting, pasting Collage, crayoning Easel painting Chalk, other creative arts	Small muscle activity Opportunity for self expression Experience with color, shape and texture.	Set up materials attractively and write name of child and any comments she makes on back of work. Do not ask "what is it?" Comments aren't necessary, but if made, make them about the process - not the product
Blocks and accessory toys trucks, trains,etc.	Offers creative construction. Opportunity for hand and muscle coordination, balance. Recognition of basic 3-dimensional shapes, math concepts, stimulates imagination, dramatic play.	Guide building away from Wooden shelves so that blocks are accessible. Keep area reasonably clean Put blocks away which are not in use from time to time. Do not allow blocks to be thrown.
Housekeeping corner	Dramatic, imagination play. Emotional outlet social contacts. Opportunity for solitary, parallel or cooperative play.	Occasionally arrange material if needed to stimulate play. Simple suggestions if a child needs help in entering situation.
Sandbox	Sensory experience Opportunity for solitary parallel or cooperative play.	Minimum direction, sit low and nearby. Guidance if child is throwing, scattering outside box, "Please keep the sand in the box."
Toileting - Handwashing	Experience in good health habits Experience in self direction.	Give child time to help herself.

Jungle Gym Other climbing equipment	Big muscle activity Developing balance, coordination	Careful supervision by one parent. Avoid crowding and pushing. Do not permit children to hold objects while using equipment.
Storytelling, looking at books	Opportunity for quiet, restful activity. Learning to listen. Appreciation of books. Vocab. development and speech	Provide comfortable atmosphere. Choose books wisely. Show interest in reading.
Music: dancing, singing,	Awareness of different sounds and rhythms. Appreciation of songs. Vocabulary and speech development	Share talents to provide musical experiences for children. Encourage spontaneous and informal musical opportunities.
Observing nature, animals, planting seeds other science experiences	Development of natural curiosity of living things in world around them.	Share interesting objects Encourage child's curiosity, answer questions; allow him to listen, feel, look, discover for himself.
Picking up equipment	Sense of orderliness and cooperation - needed later. Self-satisfaction in helping and completing a job.	Give warning before pick-up time. Accept child's capacity for help that day.
Snack and cooking experiences	Opportunity for eating and talking with other children. Social contact Practice in small muscle coordination. Awareness of basic nutrition, science and premath concepts.	Set an example of courtesy and friendliness. Encourage conversation Encourages sampling milk milk or juice and snacks.
Tricycles, wagons	Big muscle activity. Opportunity for social growth. Motor coordination. Early safety education.	Do not allow crashing into people or things "Be careful drivers." Pull not push wagons.
Carpentry	Eye hand coordination Imaginative construction 3-dimensional creativity	Careful supervision by one Parent. Tools must be used safely.

CREATIVE ACTIVITIES

Children enjoy using materials and being involved in creative activities. Creativity is more than art work. It is an attitude that involves many areas, such as, block building, language, questions, music and dramatic play.

A good creative activity should be child centered, allow each child to work at his own level, encourage exploration while providing success, and be process not product, oriented.

A **creative project** is one where there are no directions; the materials provided are the only things that limit the child's ability to create. Materials that are carefully selected can increase a child's creativity.

Children develop creatively with art materials when they do their own work of creation, they are not forced to participate and they only needs to please themselves.

As children are guided in creative activities keep these pointers in mind: be non-judgmental, avoid labeling pictures, activities, or ideas; avoid samples or comparisons; and always respect the work of the child.

Suggestions for Creative Art: Experiences for the Walkabout/Toddler

Fingerpaint:

* With shaving cream or foil
* With oatmeal, cream of wheat
* With pudding
* With Crisco, On formica table tops, and cookie sheets

Paint:

* With cars (roll wheels in paint and roll on paper)
* With Q-tips
* On rocks
* With evergreen sprigs
* With roll-on deodorant jars filled with paint
* With spaghetti (stick cooked spaghetti on paper)
* With golf balls - place small amount of paint and balls in pan that is lined with paper. Roll around. DON'T use marbles, they can be swallowed.
* With scrub brushes
* With feathers (pheasant, turkey, chicken - either end)
* With strings
* Water with brush on colored construction paper

Print:

* With paint and kitchen utensils (potato masher, wire whip, apple corer, etc.)
* With paint and vegetables
* A copy of a fingerpainting from a formica topped table or cookie tins
* With sponges cut into different shapes
* With cookie cutters
* Hand and foot prints

Collages:

* Use glue and macaroni, rice, cheerios, pretzels,
* Glue and colored sand (in shaker jars)
* Glue and glitter
* Stickers and paper

String:

* Toilet paper rollers

Crayons:

* One or two large crayons on paper taped to a table

Suggestions for Creative Art: With Preschoolers

Fingerpaint:

* With shaving cream or foil
* With oatmeal, cream of wheat
* With pudding
* With Crisco,
* On formica table tops, and cookie sheets.

Paint:

* With Q-tips
* With cotton balls
* On rocks
* With evergreen sprigs
* With roll-on deodorant jars filled with paint
* With spaghetti (stick cooked spaghetti on paper)
* With scrub brushes
* With feathers (pheasant, turkey, chicken - either end)
* With strings
* Water with brush on colored construction paper
* With cars (Roll wheels in paint and roll on paper)
* With sponges
* With toothbrushes
* With squeeze bottle glitter - mix equal parts of flour, salt and water; add food color and put into squeeze bottle onto heavy paper.
* With marbles - place small amount of paint and marbles in pizza pan that is lined with paper
* With eye droppers
* With scrub brushes
* With popsicle sticks

Starch:

* Paint on paper and tear or cut tissue paper
* Paint on paper and tear or cut newspaper

Print:

* With paint and kitchen utensils (potato masher, wire whip, apple corer, etc.)
* With paint and vegetables
* A copy of a fingerpainting from a formica topped table or cookie tins
* With sponges cut into different shapes
* With cookie cutters
* Hand and foot prints
* Leaves - paint veins with small paintbrush and print

Collages:

* Go on a nature walk - make a collage with treasures collected
* Use glue and macaroni, rice, cheerios, pretzels, spices (cloves, peppercorns)
* Glue and colored cornmeal
* Glue and glitter
* Stickers and paper
* Unrinsed cooked spaghetti
* Styrofoam pieces, fabric, cotton
* Styrofoam pieces and colored toothpick sculptures
* Collage with dough - Use your imagination as to what small children would like to push into dough
* Junk sculptures - build, sculpt and create from odds and ends and odd junk
* Bread Sculptures - 1 T glue for each slice stale white bread. Knead. Glaze with equal parts glue and water

String:

* Toilet paper rollers
* Macaroni and other pasta
* Straw pieces
* Cheerios
* Colored paper

Crayons:

* On fabric
* On cardboard
* On sandpaper

Miscellaneous:

* Iron crayon shavings between 2 pieces of waxed paper
* Cut paper in circle, place on record player. Turn it on and let markers lightly touch paper as it spins around.
* Place paper over foil covered warming tray. Draw on paper with wax crayons
* Colored chalk on wet paper
* Tissue paper and food color. Drop food color onto tissue paper
* Leaf and/or texture rubbing. Place leaves under paper with veins up, and crayon over paper
* Easy stick puppets -- tongue depressors and paper plates
* Spatter painting over nature objects , cut construction paper shapes
* Vegetable dying - sunflower seeds -blue
  walnut hulls - brown
  Cranberries - pink or red
  sumac leaves - yellow or brown

  Boil solutions in advance, dip cloth into dye

* Punch and Sew - paper, styrofoam trays, cardboard, etc. wrap end of yarn in scotch tape or dip in wax
* Weaving - weave objects of nature - weeds, grass, etc. paper, fabric.

THE IMPORTANCE OF LARGE MUSCLE ACTIVITIES

We might describe the preschool child as a child in the large muscle stage of development. He is the climbing-wheel-toy child, engrossed in perfecting his muscle coordinations. Having struggled to pull himself to a standing position, he continues his progress by looking for ways to climb higher and higher. Having mastered the art of walking, he delights in running and in riding fast. Having acquired the ability to drop an object at will, he is ready to try throwing. He pulls and pushes. He is gaining motor skill and strength and growing rapidly. In using his large muscles the child is easy and comfortable and free of the strain which comes when he uses his fine muscles. Through his motor accomplishments he is laying part of the basic pattern of self-confidence he needs. He is developing greater capacity to meet problems and to get together with others of his own age.

The child who rides a tricycle with skill meets other children. His motor skills "count" in the world of childhood. They help him win a place for himself. He "belongs" with others and feels secure. To run with confidence, to climb easily, to keep one's balance, are abilities worth a lot in the life of the preschooler, worth much more than the ability to recognize letters or name colors!

Katherine Reed Baker
Let's Play Outdoors (NAEYC)

EQUIPMENT ENCOURAGING LARGE MUSCLE ACTIVITIES

Climbing: Jungle gym
Platform - 4 to 5 feet high with various ways of climbing up and down (stairs, rope ladder, fixed ladder, ramp, pole)
Trees
Wood blocks and boxes with smooth boards
Barrels
Ladders
Climbing Blocks

Arm Development:
Tires and hoops
Water Play
Wagons and carts
Balls and beanbags
Scooter boards and skate boards
Blocks and boxes
Punching bag
Work bench
Sand toys - shovels and rakes
Old boat with oars
Ribbon streamers

Leg Development:
(Motor Skills)
Bouncers
Rhythm Instruments
Tires and tubes
Wading pools
Tricycles
Swings
Balls
Ropes
Hoops

SURE HE CAN READ, BUT CAN HE PLAY

by Katherine Moore

Last year when I interviewed parents of candidates for this term's four-year-old group, I again explained - very carefully - that ours is a non-cognitive program ... that we do not put special stress on intellectual development. I remember one mother, in particular, who assured me she was enlightened. She was familiar with the term "non-cognitive", she told me . And she firmly believed in the principles thereof.

In parting, however, mom couldn't resist mentioning - just in passing, of curse - that she and her husband were so excited about Cindy's love of books that, just our of curiosity, they had her tested. "Cindy is ready to read right now," she confided.

Sure Cindy was ready to read - I had no doubt of that. But was she ready to play?

Actually, child development is a lateral procedure. Alongside it, and equally as important as intellectual development, are physical, emotional and social development. And within each of these there is a network of levels.

When a child attends a nursery school/day care predicated on the development of the whole child, block building, water and sand play, art, music and rhythms are all encouraged. Dramatic play in the housekeeping area gives a child the chance to redefine, reinterpret and re-examine all the concepts to which he has so far been exposed in life.

These concepts are a big help to him when he finally does begin to read. The concept symbol is easier to learn because the meaning behind the symbol is already deeply ingrained. Thus, learning is meaningful, rather than rote. Let's say, for example, that a first grader is confronting the word sink for the first time. If he has experimented with water and boats and floaters and sinkers, he is able to bring the true concept of the word to his learning. The result: he does more than sight learn the word, he understands it. The symbol has meaning.

And so it is with all of a child's early play. When he builds with blocks, he learns balance, weight equilibrium. In the sand box, he learns texture and cohesiveness. When he paints, he learns about color and the joy of self-expression. On the playground his large muscles develop and he learns about space perception and body balance. And there are many other opportunities to help him learn progression, comparative size and one-to-one correspondence skills that will be important, later, to his success in reading and math.

But perhaps even more important, is the understanding of self that a child begins to grasp under the guidance of truly sensitive teachers in a nursery school/day care or kindergarten setting.

EXPERIENCES TO BUILD READING SKILLS

1. Having leisure and a comfortable atmosphere in which to enjoy books.

2. Having the teacher hold the book so that the group can see the words and the pictures as she reads the text.

3. Having the teacher occasionally run her finger from left to right under the text.

4. Having a chance to supply obvious words in the text.

5. Having chances to listen and react to rhyming words, (If your name rhymes with pony, will you be next to go to work?).

6. Having chances to listen and react to words that start with the same sound, (If you think of a word that starts like hamster, will you stand up?).

7. Having name cards for roll call, dismissal and grouping.

8. Playing lotto and other matching games involving visual discrimination.

9. Using molded, flat, or other letters to spell out words and ideas.

10. Searching through magazines and picture files for pictures bearing on a particular interest (i.e., white flowers, furred animals, airplanes, men wearing different kinds of caps or uniforms, traffic signals and so on).

11. Searching through magazines or picture files to find pictures of objects that start with a certain letter (i.e., soup, sailboat, sock, saw and so on).

12. Bringing in books bearing on current interests or just to share with the group.

13. Sorting and matching such things as crayons, colored papers, blocks, beads, and so on.

14. Noting similarities in printed names (i.e., Jimmy-Timmy, Mary-Barry, Nick-Dick).

15. Playing a game which involves reading specific directions before acting (the teacher says: "Billy, will you clap..." then shows a card on which is printed 3 claps; "James will you step..." then shows a card on which is printed 5 steps.

16. Putting Puzzles together.

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THE FOUNDATION FOR READING AND WRITING

1. A positive self-concept - one that helps a child see himself as one who is liked and who feels he is able to learn because he is working at a success level.

2. Good physical health, with examination of ears and eyes.

3. Motor coordination of the large and small muscles and of the eye and hand together.

4. Understanding people and places in the community and understanding stories.

5. Language development that makes it possible for a child to communicate with others.

6. Responsibility for taking care of himself, for getting materials and putting them away, and for working alone.

7. Expressing himself freely in art media, movement and talking.

8. Social emotional development that enables him to play and work with other children in harmony.

9. Discrimination of letters.
   Matches letters that are the same shape and knows which letters are different.
   Matches beginning and ending sounds of words that are the same, through hearing them.

10. Classification.
    Groups collection of objects or pictures that go together (farm, clothes, furniture, things that are alive).

11. Interest in Reading.
    Likes to hear and tell stories and poems.
    Selects books often for an activity.
    Reads pictures in books.
    Wants to learn to read.
    Likes to dictate stories.
    Knows that "writing is talk written down".
    Asks "What does that say"?

12. Language experience approach symbolization.

Place art work and dictated story together on the bulletin board. As: Mary said, "The dog is running up the hill."

Children may make a story about a picture they find.
Let children watch you print their stories.
Make books of some of the stories and put in the book center.

Keep a record of how the language of each child grows.

13. Children will:
Pretend to read their stories to each other.

Learn left to right progression.

Learn top to bottom progression.

Learn likenesses and differences in shapes of letters.

WRITING

Coordination of the small hand muscles with the eye and mind are needed for writing. Work with manipulative equipment and art media are excellent experiences for practice in coordinating the small muscles.

1. Opportunities for developing dexterity and coordination.

There are many materials and many experimental or guided experiences in the kindergarten program that provide opportunities for children to develop finger dexterity and eye-hand coordination. The following list, though long, includes but a few of the many experiences which might be thought of as helping children develop skills essential to being able to write:
Finger painting and brush painting;

Drawing on paper and on the chalkboard;

Pasting; cutting and tearing paper; picking up or picking out nails; hammering and screwing;

Modeling with clay or other media;

Turning the pages of books;

Picking out tunes on the piano;

Operating the record player;

Operating the clips which hold paper on the easel;

Washing paint brushes;

Manipulating such play materials as small interlocking or snap blocks;

Using a paper punch;

Manipulating pegs, form insects, puzzles, and beads;

Handling cards for matching games;

Posting pictures with thumbtacks or pin;

Arranging figures on the feltboard;

Handling, manipulating and spelling out words with molded form letters.

MUSIC

Each child has the right to enjoy music as she/he feels comfortable. For some this is full participation, for others it is legitimate to be observing from afar. It will help your child be a participant if you join in with the others.

Music time is varied by exploring many different tempos and types of songs, verses and games. It is a time for alternating doing and listening, small muscle and large muscle activities, fast things and slow things, things to say and things to do, loud and soft. Young children have a high level of energy and they must be helped to taper off to a quiet and relaxed period at the close of music time.

Although there may be a separate music time during the pre-school day, music can be used many times throughout the day, such as transition times, before snack, clean-up, going home etc. Songs to suit these situations can be created using familiar tunes.

SCIENCE

Science can give children a chance to take a close look at the world around them and to help find answers to questions or problems about that world. The exploring of their world is as important for young children as the knowledge they may gain. Children need to know how to find answers and "sciencing" can help them learn the processes in investigating to find those answers.

We can encourage science by providing children with a rich supply of materials for scientific learning experience and opportunities for using investigative techniques.

SCIENCE IDEAS FOR YOUNG CHILDREN

1. Mixing things with water (flour, sugar, cornstarch).
2. Use egg cartons to grow different seeds, beans, avocado, etc.
3. Mix vinegar with baking soda to watch it fizzle.
4. Watch the changing texture in batter.
5. Smell and taste different things.
6. Watch mold grow.
7. Boil water to see steam on window.
8. Hard boil an egg and compare to raw one.
9. Cut various fruits and vegetables and compare to whole - talk about sizes of seeds etc.
10. Plants seeds in dixie cups.
11. Watch tulips come up and process of fruit tree growth: buds, flowers, fruit; watching plants during summer-berries or fruits on plants.
12. Collect leaves and other dried plants, seeds to make collage.
13. Talk about difference/likenesses in leaf shape and colors.
14. Observe a bird feeder; worms; see chicks hatch at farm supply
15. Feed seagulls in park
16. Get a gold fish, get a pet, help with caring and feeding of pet.
17. Visit a pet store, farm, zoo; go fishing; TV shows about nature
18. Rainbows through hose in summer.
19. Plant seeds in garden, watch shoots coming out; water seeds/plants.
20. Talk about mushrooms, danger of picking and eating them.
21. Watch for signs of trees budding out. Force blooms by taking branches inside.
22. Dig in dirt and see what can be found.

MATERIALS FOR SCIENTIFIC LEARNING EXPERIENCES

Katherine Wensberg

For learning about air...balloons, balloon pump, plastic bag, paper windmills, toy parachutes, feathers to blow, soap bubble pipes (or plastic sippers), detergent for bubbles, candles and jars of differing size.

For learning about water...large dishpans, small pouring containers, sieve, funnels , sponges, soap flakes, towels, floating toys.

For learning about earth...soft rock to crush, pebbles and small stones, sand, clay, outdoor digging place for making mud, planting experiences.

For learning about heat and cold...cooking experiences, ice, old-fashioned ice cream freezer, if available.

For learning about light and shadow..mirrors, puddles, shadow, flashlights.

For learning about living creatures...jars, cages, aquaria, bird feeder, shells, nest, feathers, pets and food for them.

For learning about "time"...clocks, calendars.

For learning about "space"...ropes to swing on, things to crawl through and under, things to climb and to jump from, boards and boxes.

For learning about simple machines...egg beater, pulley and rope with pail to lift things in, teeter- totters, toy sets of interlocking gears.

For learning about differences... scale and weights; puzzles teaching triangles, circle and rectangle shapes; games teaching colors; set of plastic containers with things to taste in them, things to smell; games that involve counting; toys to be stacked within each other; "feeling" boards and guess by touching games.

For learning about magnetic force... magnets and small objects to test them.

For learning of common fruits, vegetables, animals, etc.... sets of card pictures to be used in games, posters, (to be used after the real ones have been experienced.)

Snack Ideas

Snack time is much more than a chance to refuel! It is a very sociable part of the day. Not only does it provide active children with necessary nutrients, but it is also a time to sit as a group, meet new friends, taste new foods, learn new skills, and utilize all the senses. For young children, the sociable eating situation is an excellent time for learning language development, concept formation, and many social skills.

Snacks are simple, light, and nutritious, and if possible, prepared at school where the children can be involved in the process. Even a two year old can dip a banana in ground-up peanuts - and the learning that takes place during the cooking process is tremendous. Textures, smells, shapes and colors can be experienced and labeled. Hands become adept at using tools of the trade. Coordination and small muscles develop and self confidence increases as "I Can Do It Myself" becomes the phrase of the day.

The Parent Handbook has many snack suggestions.

FIELD TRIP SUGGESTIONS

Fire Station

Police Station or Sheriff's Office

Dentist

Farm - DeVries Dairy

Post office or Corner Mail Box

The Teacher's Home

A Short Bus Trip

Pumpkin Farm

Christmas Tree Farm

Children's Library

Pet Shop

Roller Rink

City Park

Airport

Public School Band Class

Public School Kindergarten

Music Store

Bakery

Luke's Carpet Barn & Zoo

Fast Food Restaurants

Hanford Science Center

Post Office

VISITORS TO SCHOOL MIGHT INCLUDE:

Fireman with Fire Truck

Police Officer with car or cycle

Milk man with treat or snack

A Nurse and/or a Doctor

A Mother with a New Baby

Family Pets

VII TEACHING RESOURCES

TEACHING RESOURCES

PARENT EDUCATION CURRICULUM GUIDE

A curriculum guide is available which provides guidelines for suggested Parent Education topics in the infant, walkabout, toddler and preschool programs at CBC. Parent educators will find this guide helpful in planning topical presentations and in planning the Parent Education program for their classes.

The topics suggested in the guide are those which have been most requested by parents and those which are considered important in understanding the development of children.

It is not necessary to follow the topical sequence of the guide. Topics for discussion should be selected which best meet the parents' needs and interests. Some topics may require more than one discussion session and should take several sessions to cover (i.e.discipline,parenting styles socializing, temperament, etc.) Other topics, not listed in the curriculum guide, could also be included in the Parent Education program. These topics may be requested by parents or considered valuable by the parent educator. Such topics may be: appropriate summer activities, suggestion circles, etc. The guide is intended to be a basis from which the parent educator can plan an interesting and appropriate program for a parenting class.

THE PARENT HANDBOOK

A parent handbook containing program descriptions, parent and children's goals and responsibilities, child development information and suggested activities should be purchased by each parent entering the Parent Education program at CBC. This handbook is intended for use throughout the parent's involvement in the Parent Education classes.

The uses of this parent handbook in conjunction with an orientation packet containing forms and general information (i.e. school closures, TB testing requirements, proper clothing, meetings procedure, etc.) will provide a parent with information necessary for smooth entry into our programs. Parents who continue class involvement from year to year need only purchase the handbook upon initial program entry and will be issued only an orientation packet upon subsequent entry. The handbook and packet will help to answer questions and give parents a better understanding of the Parent Education program at CBC.

TEACHING AIDS

A resource library, audio visual aids and handouts listed in this handbook are available at the Parent Education office.

HANDOUTS

Parent Education:

I. Development
   - A. Preschool Profile
   - B. Growth Chart 13-24 months
   - C. The Denver Preschool Development Questioner (Copy only)

II. Discipline
   - A. Discipline Suggestions
   - B. Don't Lose Your Cool With Your Preschooler
   - C. Memos From Your Child
   - D. The Most Important Things A Parent Can Teach A Little Child
   - E. Acting Out Behavior Patterns
   - F. Handling Misbehavior

III. Health & Safety
   - A. Getting Low & Getting Out Of A Smokey Room
   - B. Questions & Answers on Pertussis
   - C. Halloween ... and Your Child
   - D. Halloween ... 10 Safe Costume Tips
   - E. Your Child's Vision - Heaston Clinic.

IV. Infants
   - A. Mind in the Making
   - B. Infant/Child Auto Restraints
   - C. Birth to One Year
   - D. Growth and Development
   - E. Spoiling - A Case of Too Much Love?
   - F. Activities for Infant Stimulation
   - G. Message for Parents & Infants
   - H. Living and Coping With Colic
   - I. Four Commandments for a New Mother

V. Nutrition
   - A. Eating and Nutrition
   - B. Food Group Included in a Good Diet

VI. Self Esteem
   - A. Ten Ways to Say I Love You
   - B. Affirmations
   - C. Suggestion Circle
   - D. Loving Discipline
   - E. Structure Continuum

VII. Stress
   - A. Divorce & The Preschool Child
   - B. Stress And Children

VIII. Play, Games and Toys
- A. Sound of Music
- B. Bathtub Learning - Totline
- C. Outdoor Activities for Summer Days
- D. Summer Outdoor Fun - Totline
- E. The Best Toys in Life Are Free
- F. No Lose Party Games - Totline
- G. The Gift of Play - Totline

IX. Travel
- A. Travel Games For The Preschool Child - Totline
- B. On The Road With A Toddler

X. Unplug the Christmas Machine
- A. Christmas Inventory
- B. Exercise Two
- C. Sharing Your Plan
- D. Christmas Plan

XI. Christmas General
- A. Trouble With Santa
- B. See Mother.....
- C. Handling Holiday Stress
- D. Myth & Reality of Santa
- E. Santa Seen Thru Children's Eyes

ECE

I. Classroom Management
- A. Evaluating Settings For Learning
- B. Techniques for Handling Descriptive Behavior
- C. Typical Day In Preschool
- D. General Plan
- E. Learning in the Centers
- F. A Classroom Planned for Learning

II. Cooking
- A. Teacher's Guide to Educational Cooking in the Preschool
- B. Planning your Cooking Project
- C. Cutting With Scissors

III. Creative Activities
- A. Creative Experiences for 1-3 Year Olds
- B. Some Suggestions for Creative Art
- C. Art Development in Young Children
- D. I am a Nursery School Painting
- E. Creative Atmosphere for Children
- F. The Little Boy
- G. Art in the Nursery School

IV. Development
- A. Personality - II
- B. Development of Emotions
- C. The Preschool Child - 2-1/2 - 6 Years

V. Language Arts
- A. Five Finger Plays /to Use With Story Mitts
- B. Flannel Boards
- C. Booklists
- D. Funny Bunny
- E. Man For All Seasons
- F. 5 Jack O'lanterns

VI. Learning in the Centers
- A. Water Play
- B. Carpeting for Preschool Children
- C. Potential Contributions for blocks for ECE

* General Handout "Learning in the Centers" Printed as part of handbook should be printed separately.

- D. Children & Blocks

VII. Music
- A. Songs for Walkabouts (Also In Handbook)
- B. Songs and Fingerplays (Also in Handbook)
- C. role of Music in Child Development
- D. Music - Making of Instruments

VIII. Philosophy
- A. General Interests of Children
- B. How Do Children Learn By Handling Objects
- C. Sure He Can Read, But Can He Play
- D. Goals for Children
- E. Goals For Participating Parents
- F. Goals for Teachers

IX. Science
- A. Suggested List of Science Activities for Children
- B. Science for the Preschool Child
- C. Science Ideas For Toddlers
- D. Materials For Scientific Learning Experiences

<u>Preschool Teacher</u>

I. Fall
- A. Halloween Songs & Finger Plays
- B. Halloween Activities - Totline
- C. Halloween Learning Games - Totline
- D. Fall Art Activities - Totline
- E. Fall Science Activities - Totline
- F. Thanksgiving Activities - Totline

II. Winter

A. Winter Art Activities - Totline
B. Winter Learning Games - Totline
C. Valentine Activities - Totline
D. Christmas Art Ideas - Totline
E. Holiday Quiet Time Ideas - Totline

III. Spring

A. Spring Art Activities - Totline
B. Spring science Activities - Totline
C. Spring Learning Games - Totline
D. Easter Fingerplays
E. Egg-citing Adventures - Totline

IV. General

A. Toys and the Young Child - Totline
B. Super Simple Puppets
C. Trying
D. Safety Songs
E. Snack Ideas Using Parent Participation
F. Warm Fingers
G. Coordination Skills - Totline
H. Creative Drawing
I. Simple Rhythm Instruments - Totline

AUDIO-VISUAL

VIDEOS

1. Raffi - Young Child Concert
2. Nova - Lang Dev
3. Tim Noah - Wow! Wow!
4. Reading and Young Children - A discussion of Jan McCarthy - NAEYC
5. Ella Jenkins - Learning Can Be Fun - NAEYC
6. Curric for Preschool & Kindergarten - Lillian Katz - NAEYC
7. Play & Learning - Barbara Bidder - NAEYC
8. Babies & Child care - Burton White - NAEYC
9. Seeing Infants w/ new eyes - Magada Gerber - NAEYC
10. Discipline - Jimmy Hymes - NAEYC
11. Clarke County Community - Welcome to Parent Education
12. Parent Education in WA State - Community Colleges Are Working For You

FILMS - (16mm)

1. HUGS AND KIDS:
    1. Sibling Rivalry
    2. Dressing
    3. Parents Conflict Child
    4. Interpreting with mothers Work
    5. Crying Baby
    6. Refusal to Eat
    7. Disciplining in Public Area
    8. Sibling Play
    9. Cleaning-up
    10. Hitting Mom
    11. Bedline
    12. Separation
    13. Toilet Training
2. For Jamie - a film on auto safety
3. Are you ready for the Post Partum Experience?

LEARNING RESOURCE KITS -(Filmstrips, tapes, booklets, etc.)

1. The Art of Parenting (Complete Teaching Kit)

2. Parenting: Fathers, Mothers, and Others

3. Exploring Childhood -
   Module I - Working w/Children
   Module II - Seeing Development
   Module III - Family & Society

4. Early Childhood Nutrition Program

5. Food Early Choices (Chef Combo)

6. STEP - Systematic Training for Effective Parenting

7. Responsive Parenting -- Helping Children As They Grow
   Helping Children Help Themselves
   Helping Siblings Get Along
   Using Role Reversal With Young Children
   Building a Child's Positive Self Image
   Helping Children Understand & express Feelings
   Helping Children Handle Fear
   Building Independence & Cooperation in Children

8. Concepts In Focus -- Ready for Parenthood
   Parenting & You
   Facing Family Stress
   Do You Really Communicate?

AUDIO TAPES

1. Jennifer James - Parenting Skills

2. Jennifer James - Family Self Esteem

3. J.I. Clarke - Important Infants

4. J.I. Clarke - Wonderful Ones

5. J.I. Clarke - Terrific Twos

6. The DeBolt's on Parenting

7. Hello Rhythm - Miss Jackie

SLIDES AND TAPES

1. Emotional Abuse of Preschool Children

2. Effective Parent/Child Communication

3. Living Safely with Children

4. Understanding Children

5. Behavior Modification

6. Parent Education In Washington State (I & II)

7. Slides only - Parent Education Washington State

8. Human Development -- The First 2-1/2 years

   Emotion & Society (I & II)
   Language Development
   Styles of Interaction
   Development of Understanding
   Physical Growth & Motor Development
   Pregnancy Birth & Newborn

9. Human Development -- 2-1/2 - 6 years
   Physical Growth & Motor Development (I & II)
   Language Development
   Intelligence, IQ and Environment
   The Whole As I Feel It.

PARENTS' MAGAZINE FILMS SOUND AND COLOR FILMSTRIP

1. The Child's Point of View
   - When Fantasy is Reality
   - The World Is Alive
   - It Happened On Purpose
   - What' is a Name
   - Communication is an ivestment

2. The Child's Relationship with family
   - How A Child Sees Himself
   - Dependance Versus Independence
   - The Parent Is A Teacher
   - Forcing The Child To Play

3. The Development of Feelings In Children
   - How Feelings Grow
   - How to Deal With Fear
   - Love and Joy
   - Anger and Sadness
   - Express Feelings

4. Preparing The Child of Learning
   - How an Infant's Mind Grows
   - How The Young Child's Mind Grows
   - How Language Grows
   - Learning Every Day
   - Where Can A Young Child Learn?

5. Divorce and Separation
   - When Discord Upsets the Family
   - Through the Child's Eyes
   - Telling the Children
   - The Family Apart
   - Accepting the New Lifestyles

6. Death
   - Death As A Reality of Life
   - Expressing Grief
   - Ages of Understanding
   - Explaining Death to Children
   - The Importance of Funerals

7. Child Abuse and Neglect
   - A Crippling Disease
   - Discipline Versus Abuse
   - Who Is The Abuser...Who, The Abused?
   - How Can We Tell?
   - Treatment and Prevention

8. Illness
   - Illness and the Family
   - When a Parent Is Ill
   - A Child's Reaction to Illness
   - Going to The Hospital
   - Readjustment to Health

9. Behavioral and Emotional Disabilities
   - Stepping Stones of Development
   - Severe Disorders
   - The Parents' Role
   - Choosing the Right Therapy
   - Where to Turn

10. Intellectual Disabilities
   - Mental Retardation Is....
   - Recognizing The Symptoms
   - Parental Involvement
   - Educational Help
   - Five Types of Services

11. Physical Disabilities
   - Three Different Kinds
   - Special Problems
   - What Can We Do
   - Diagnosis and Treatment
   - Support Services

12. Educational and Language Disabilities
   - The Importance of Language
   - When Something Goes Wrong
   - The Key To Progress
   - The Family's Responsibilities
   - The Professionals Who Help

13. Children
   - The Family Experience
   - What About Fathers?
   - Children As Scapegoats
   - Encouraging Independence
   - Why Family?

14. Family Relationships
   - Becoming a Family
   - Differences, Great and Small
   - Expectations Versus Realities
   - Individual Needs
   - Talking It Over

15. The Growing Parent
    - New Responsibilities, New Strengths
    - Opportunities For Self-Understanding
    - Communication: The Key To Growth
    - Belonging To The Community
    - Love Takes on New Meaning

16. The Economics of Parenthood
    - Laying the Groundwork
    - Nine Months To Get Ready
    - Now There Are Three
    - Baby Begins To Grow
    - It's Time For School

17. Food and Nutrition
    - The Foundation of Health
    - Good Nutrition Before Birth
    - The Balanced Diet
    - Nutrition: Good and Bad
    - Judging For Yourself

18. Play and Self-Expression
    - The Importance of Play
    - Play and Learning About Oneself
    - Play and Learning About the World
    - Play and Parent/Child Relations
    - Play and Peer Relations

19. Health and Safety
    - How Careful Is Safe?
    - The Explorer
    - Out In The Big World
    - When A Child Is Ill
    - When Minutes Count

20. Love And Identity
    - The Subject Is Love
    - The Need For Attention
    - Food and Love: Food Misunderstood
    - Love and Independence
    - The Oedipal Phase

21. Everyday Problems Of Young Children
    - When Children Disobey
    - When Children Are Aggressive
    - When Children Do Worrisome Things
    - When Children Are Afraid
    - When Children Begin School